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ABSTRACT

This handbook is offered to help content area teachers in their efforts to extend the development of writing skills beyond the English classroom and to help students prepare for the New York State Regents Competency Test in Writing. Two sections of the book discuss ways of introducing writing into the content area classroom and responding to student writing. Other sections contain suggested writing activities in the content areas, sample writing lessons in 13 content areas (including accounting, art, foreign language, mathematics, music, science, and vocational education), and training samples and practice lessons for preparing students to take the New York State Regents Competency Test in Writing. (RL)

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EXPERIMENTAL CURRICULUM BULLETIN • FEBRUARY 1980

Writing Competently Across the Curriculum

A HANDBOOK FOR TEACHERS IN THE CONTENT AREAS

•

TO PREPARE STUDENTS FOR THE REGENTS COMPETENCY TESTS IN WRITING

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Foreword

This publication is an outgrowth of the concept that writing, like reading, is a skill to be developed and appreciated across the curriculum areas; that the teachers of all subjects recognize the importance of writing, not only as a means of communication but as a basic tool for learning and thinking.

Writing Competently Across the Curriculum is offered as a guide to content area teachers in their efforts to extend the development of writing skills beyond the English classroom.

It is our hope that the development of clarity and organization so essential to the acquisition of good writing skills will enhance the thinking processes of our students and their appreciation for writing as an art.

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WRITING COMPETENTLY ACROSS THE CURRICULUM, a manual to be used especially by the content area teachers in preparing students for the Regents Competency Test, was developed as a project of the New York City Board of Education, Division of Curriculum and Instruction. Charlotte Frank, Executive Director (Acting), provided overall supervision and encouragement.

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The first manuscript to be published, Writing Every Day Generates Excellence, comprises a total writing program for all students.

Writing Competently is an extension of that program, specifically designed for those students needing particular support in writing.

This latest bulletin, Writing Competently Across the Curriculum, widens the application to include the content area classrooms across the curriculum.

Preface

"Use It or Lose It" is an accurate, if waggish, summation of an important concept in biological evolution. If writing ability in students seems to be going the way of the tail in homo sapiens, insufficient practice is one of the chief causes. Fortunately, unlike TV addiction and other factors which have been cited in the decline of student writing, lack of practice is one problem that every classroom teacher is in a position to do something about.

It is a truism that every good lesson contains some reading, writing, listening and speaking. Writing in the content area reinforces learning and makes students think about what they are learning. The practice so gained incidentally helps the student develop into a more fully literate person who values writing. Thus, the place of writing in lessons in science, home economics, health education, for example, is a rightful and integral one; writing is not an artificial add-on; it belongs in almost every lesson and homework assignment.

Because writing is not only an important but a powerful tool, it must be handled with care. The content area teacher must rate and evaluate written work with an eye on the ball -- the subject. Student writing must be judged on content first; and on no account should a student whose writing is poor be turned off either to the subject or to writing by having the paper covered with red ink. Rather, the teacher would do well to seek a middle ground between "spelling doesn't count" (which means grammar doesn't count, punctuation doesn't count, etc.) and inhibiting student writing by a focus on the mechanics.

In general, content area teachers will help the student by paying close attention to the student's work in the subject while using more general comments to provoke student effort to improve writing. (Some examples: "This is done well, but the misspellings are distracting."; "Indent paragraph to make it easy for the reader to follow what you have to say."; "This would be much clearer if you used an opening sentence such as ...")

To improve student writing, every teacher need be not so much a "teacher of writing" as a superior teacher of his or her own subject; one who uses writing to motivate and reinforce learning; who handles student writing carefully; and ultimately, who teaches students to value writing by the importance he or she attaches to it.

How to Introduce Writing into the Content Area Classroom

Why

It is important that a student be made aware that writing is valued both in school and out -- in classes other than English and in a variety of occupations.

A student whose favorite subject is home economics or industrial arts or social studies can more easily be motivated to write by that content and that content area teacher. And that content area teacher can best help the student first by responding to content as usual, always asking questions that make the student's writing clearer and more logical, and then by pointing out one or two of the gross errors in usage or structure.

When and How

Daily practice in writing is desirable in every class on legitimate occasions, even if only for a brief time. The task is to motivate the students to write regularly, starting at the level of their ability, and to integrate that writing into the daily lesson.

Types of Writing Assignments

Any classroom activity from the initial do-now to the homework -- and all points in between -- can give writing practice and use writing as a thinking and learning tool. A writing assignment can serve as a pre-teaching assessment of readiness; allow for remediation, reinforcement or enrichment; and provide a post-teaching assessment of the student's ability to apply what has been learned.

Some specific types of writing assignments are:

-- DO-NOW

A three to five minute activity frequently written by some students at the board, the others at their seats, at the beginning of the period.

In addition to writing practice, do-nows help the class to come to order and settle down.

Do-nows may consist of several sentences or a paragraph which review the homework, provide transition from previous work, or prepare and motivate the lesson of the day.

The journal or diary is an effective do-now.

--THE JOURNAL OR DIARY

A brief record of a student's personal comment or observation pertinent to the subject area.

The journal entry may take the form of a response to an item in the news related to the subject area, a reaction to class discussion, an account of a class trip or personal experience, an observation on some phenomenon or event.

Journal and diary entries allow for application of knowledge and help to prevent vapid generalization.

-- THE PARAGRAPH

The form of any individual paragraph depends on the purpose of that paragraph.

A narrative paragraph is usually chronological.

A paragraph of description may follow a spatial order -- top to bottom, left to right, east to west, etc.

An essay paragraph follows some logical sequence -- from most important to least important, or vice versa, cause and effect, statement plus examples -- and progresses from details to generalization or from large view to details.

See index for sample lessons.

-- HOMEWORK

Although answers to questions at the end of the chapter and summaries of the assigned reading are familiar instances of writing assignments, these can become rather uninspiring. Better writing generally comes from writing assignments that are both stimulating and meaningful.

Try to elicit personal reactions to the reading assignments; precise observations of scientific phenomena; comments on contemporary events; directions for favorite sports, hobbies, or games; comments on relevant items in the news.

Written preparation done at home may be the basis for class discussion. The less able or shy student often is less reluctant to participate when prepared in advance.

-- MINUTES

Using the rotation method, appoint class members to take "minutes" of class discussions.

-- REPORTS

Short written reports are useful activities. They may require simple fact-finding gained from reading the textbook, a reference book, or a newspaper; or by interviewing, observing, or experimenting.

Accuracy, precision, and clarity are stressed. For variety, reports may be written as if the "evidence" had been gathered by a detective, accountant, or archaeologist.

-- ESSAYS

All students should have opportunities to write essays, which range from a simple paragraph of three or four sentences to a longer paper; from simple definition or identification to analysis, criticism, evaluation, and broad discussion.

Compose your essay question carefully, making sure it is clear, specific, and at the students' level. Then teach your students to analyze each question to determine what is demanded.

One technique for the students to use in formulating an answer would be to turn the question into a statement and supply the missing information.

Be sure they know the meaning of the vocabulary used, not only the content area words but also those chosen for giving directions.

For a writing assignment, some students need to be taught some of the following:

1. Illustrate means give examples.
2. Compare involves similarities.
3. Contrast calls for differences.
4. Trace means give events in chronological sequence.
5. Explain can invite a point of view with its supporting reasons.

Build gradually as students mature to the more formal objective report or research paper.

-- LETTERS

Letters may vary from real letters to real people asking for information, giving information, or expressing opinions, to imaginary letters to historical figures.

Other Types of Writing Assignments*

1. Guided writing from questions.
   The students are given a series of questions. The written answers in sentences form a coherent paragraph.

2. Guided writing with given sentences.
   The students are given the first and last line of a paragraph, and they write the rest. Or they are given a short opening paragraph and the first line of each of the two following paragraphs, and they fill out the framework with details.

3. Fill-in exercises.
   These are useful for developing the vocabulary of the subject or for general function words: the students are given a passage with selected words deleted, either specific words (all the adjectives, all the prepositions, all the relative pronouns, etc.) or every fifth or seventh word. They fill in an appropriate word; they might make the choice themselves or select a word from a list.

4. Re-statement.
   Students are given a series of sentences. They rewrite each sentence, trying to stay as close as possible to the original meaning.

5. Adding information.
   A well-constructed paragraph has one or two sentences omitted. Students try to reconstruct the omitted sentences in the slots in the paragraph; or they insert two given sentences into appropriate places in the paragraph. Students may add details to a skeleton paragraph.

6. Inference exercises.
   Students examine some data and make a one-sentence statement about what they read. That sentence then becomes the first sentence of a paragraph, and the given data supply the details. This provides practice in making generalizations and forming abstract ideas.

7. Model paragraphs.
   Students read a model and write a paragraph on a related theme, using a similar structure.

*Excerpts from materials presented by Ann Raimes, Hunter College, at a workshop cosponsored by the State Education Department and the Board of Education, October 1979

Testing

Tests to check on students' performance and on their grasp of the work assigned may be presented in many forms.

Multiple-Choice: Even the multiple-choice test, useful on occasions as a quick check, can become a writing tool if the students write out the word or phrase answer instead of merely selecting the correct number or letter.

Short Answer or Sentence Completion: These should be substituted for multiple-choice as soon as feasible, since they require not only correctness of content but also a knowledge of vocabulary, spelling, and writing conventions.

Longer Answers to Questions: An answer to a question on the homework or previous lesson, presented in a sentence or two (an appropriate do-now), can be most effective when the question is timely and provocative. Develop a sense of what makes a good sentence by frequently reading samples aloud.

Preparation for Writing

Preparation may first be done orally through class discussion.

For those students who may have difficulty proceeding on their own:

- develop a group answer on the board, as a model: or
- students may form class committees or groups to prepare a report to the rest of the class.

Individual written work follows oral and group work.

Outlines

A suggestion for developing an outline may be found in the lesson on the report, p.106.

Periodically, require students to make their own lists in addition to copying teacher board outlines or class-developed outlines.

Outlines are most useful after writing as preparation for revision.

Vocabulary

The spelling and understanding of the special words are the responsibility of each content area. Simply listing these words with their definitions for the class to copy is not helpful. They require explanation within a context.

Try putting a few words on the board, together with a simple definition, for a week at a time. During that week, use them consciously within the class period, calling attention to the words. Encourage and commend students for doing the same.

Response and Correction

Response to student writing should be made primarily to content, its accuracy and completeness, its clarity and logic, as content area teachers customarily do. Requiring that a student be clear and logical will help the matter of organization and development.

However, a few minimum, gross errors in the mechanics, i.e., the conventions of writing, cannot be overlooked. Content area teachers can require of their students that they:

1. Write coherent sentences.
2. Begin every sentence with a capital and end with a period or question mark.
3. Divide extended ideas into paragraphs, one idea to a paragraph.
4. Spell the key words of the subject correctly.
5. Spell everyday words correctly, e.g., coming, women, writing, beginning, there or their.
6. Avoid gross usage errors, e.g., we wasn't, I ain't, etc.

When a set of papers is returned, let the students see or hear sample answers so that they have an idea of what is good and what isn't -- and why. When a piece of writing is especially good, publicize it, read it to the class, duplicate it, post it on a bulletin board. make a fuss over it.

Audience

At every possible opportunity, make sure that the writing has an audience that is larger than the teacher. Occasions for "publishing" in the form of class newspapers, bulletin boards, scrap books, or "broadcasting" in the form of debates, talk, or panel discussions can serve as motivation for revising, correcting and proofreading.

Organizational Patterns

Although the major principles of writing are developed in the English class, subject area teachers should take on the responsibility for teaching students how to organize writing tasks in their subject. For example:

- writing a report on a trip
- describing an experiment
- giving directions for a process
- describing a project
- giving a recipe

Suggestions for lessons may be found on pp.97-101.

Development of Student Awareness

Exchange of papers between pupils for sharing correction should be practiced frequently. When students share, those errors which interfere with meaning may be brought to the writer's attention for clarification and correction.

Development of Standard Patterns of Speech

Because one's language community sets one's language patterns over a long period of development, altering language is a slow process and involves a change of language community. Therefore, in addition to explicit instruc-

tion on "mistakes," the teacher is responsible for presenting a model of informal standard usage (rather than adopting the student's usage).

Attention should be called tc usage appropriate for particular situations without embarrassing the student, and instruction should be given on the distinctions between oral and written language.

This may be accomplished through such activities as role playing realistic situations, with the students portraying speakers of standard dialect. Selected scenes might include looking for a job, returning merchandise, seeking information from an authority, or interviewing a grade advisor.

SAMPLE GROUP WRITING LESSON SUITABLE FOR MANY AREAS*

1. Establish with the group who will research and write each topic/ paragraph of the group essay outline. Write the paragraph, using this guide.

2. TOPIC: narrowed down and stated briefly in a few words

_____

3. TOPIC SENTENCE: What are you going to say about your topic? State it clearly in one complete sentence.

_____

_____

4. Now ask someone in your group to read your sentence. Is it accurate? Is the meaning clear? Is it a suitable overall statement for your subject? Does it make sense? IS IT GENERAL ENOUGH TO ALLOW DETAILS IN THE REST OF THE PARAGRAPH? Is it a run-on or an incomplete sentence? Is it properly punctuated?

5. What are the details related to your topic sentence? In other words, what are the items that you will use to prove that your topic sentence is true? Try to have at least four details, but not more than six.

   List your details.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

6. Do you need any transition words at the beginning of your sentences to help the reader go from sentence to sentence smoothly? Some sentences won't need transition words. The test is how well all the sentences fit together.

   Here are some transition words you might use:

also	finally	likewise	otherwise
another	for example	moreover	then
at last	furthermore	for instance	nevertheless
consequently	as a result	in fact	thus
		therefore	on the other hand

*Materials by Brother James Wallace, Christian Brothers Academy, Syracuse, New York

7. Now put all your sentences together in a rough draft and read it over carefully. Ask the members of your group to read it over for you.

Rough Draft

8. When all the paragraphs are done, put them all together to see how they fit. You may cut out your rough draft section from this paper and scotch-tape it to the others to see how well the entire report "reads."

9. When the group decides that your report is satisfactory, you may go ahead and write it on your report ditto. Choose someone in your group who writes neatly. Everyone in your group should then read it again.

SUGGESTED WRITING ACTIVITIES IN THE CONTENT AREAS*

ART

1. Describe paintings or sculpture viewed in museums, displayed in school, or seen in books.

   Try to analyze the work in terms of subject matter, shape, form, color, balance, foreground, background, etc.

   Students may also compare pictures on similar themes in which the artists used different techniques.

   The starting point should always be "What do you see?"

2. Present a column expressing reactions to an exhibit, or to several paintings; or use the column to discuss and offer opinions on the place of art in the curriculum.

3. Relate art to actual events of the period. Discuss the relationship between the artist's view of a society and the historian's view of the same period.

4. How might an artist characterize 1979? Give a detailed description of your conception of such a work. How might this be received by today's society?

BUSINESS EDUCATION

1. Analyze an accounting report presented to a client.

2. Present advice on applying for a job and going on an interview.

3. Write a description of how to change a typewriter ribbon on a given machine.

3. Write a letter inquiring about the availability of part-time or full-time positions.

5. Describe an ideal position, and where and how one might obtain it.

6. Write a journal reporting on the first week at a new job.

7. Present a new efficiency approach to an employer, trying to persuade him/her that this approach should be tried.

*Included are materials prepared for the NYSEC Composition Commission, Rita S. Brause, editor; Ann O. Gebhard, co-editor.

DRIVER EDUCATION

1. Present an argument to your parents convincing them that you are responsible as a driver-candidate and should be allowed to take driving lessons.
2. Compare insurance coverage on different policies and with different insurance companies.
3. Compare the efficiency of different models and different makes of cars.
4. Request information required for planning a trip designated by a student.
5. Fill in accident reports from different perspectives; the pedestrian, the person whose car was hit, the person whose car hit another, etc.
6. How has driving changed over the past ten years? Interview drivers.
7. File a request for better roads, or lower fees, addressed to the appropriate individuals.

ENGLISH AS A SECOND LANGUAGE

1. Write, in English, menus which include foods indigenous to a second culture. These foods will then be prepared for a culture fair.
2. Using the oral history approach, interview parents for details of their experiences with a view to the preservation of different cultures.
3. If you formerly lived in another country, write letters to friends in that land telling them what you are doing here. (Obviously, letters must be written in the language of the recipient.)
4. Describe school rules for newly admitted foreign students.

FOREIGN LANGUAGES

Writing Activities Related to Class Reading

1. A new ending for the story you have read
2. A diary entry based on the narrative
3. A dialogue suggested by the narrative
4. A title for each paragraph or segment
5. A one-sentence summary for each segment
6. A news bulletin based on the narrative

FOREIGN LANGUAGES (Cont.)

7. A letter which one character of the story might write to another
8. An advertisement suggested by the story
9. A description of a character in the story
10. A fitting epitaph for a character
11. Dictation

Other Writing Activities

1. Resumé of a story; article; speech
2. Letter to a pen pal; request for money from parent
3. Newspaper article--human interest; current events
4. Biography of each other; of famous person; of teacher in the school
5. Weather report
6. Conclusion to a story
7. Horoscope your "good" or "bad" luck
8. Who Am I? another student in class; a famous person
9. Stimulating topic (dealing with student's everyday reality)
10. Picture without captions (Student makes up short story.)
11. Using an idiom as the basis for writing ("Tener que" - infinitive)

    Example: My friend says she has to .....

    (This lends itself to practicing tenses, structures, etc.)

HOME ECONOMICS

1. Observe a child in a normal situation for half an hour. Describe how he/she adjusts to different situations and switches from one activity to another.
2. Describe how family life is portrayed in current movies.
3. What influences fashion designers?
4. Describe how a person comparison-shops when planning to buy clothes or equipment for the home.

HEALTH EDUCATION

1. Maintenance of weekly journal of health-related news
2. Publication of a monthly newspaper on health
3. Term report
4. Promotion of healthful eating habits in an advertising campaign
5. Dialogues between a variety of pairs: (doctor-patient, coach-players, nutritionists-mother, mother-child)
6. Profiles of health-care personalities
7. Letters of all kinds (editors, manufacturers, government officials, AMA)
8. Advertising campaigns (anti-smoking, pollution, drug abuse, alcohol, junk food, reckless driving)
9. Captions for pictures
10. Summaries of chapters
11. Dramatic scenes ("hot-line" counselor talking "down" a teenager "high" on drugs)

MATHEMATICS

1. Writing of notes in complete sentences on the board and in students' notebooks
2. Explaining the mathematical concept and vocabulary
3. When teaching problem solving, requesting students to write original problems for the class to solve
4. Extra Credit

   Reports on the lives of the mathematicians, emphasizing the effect of their discoveries on society
5. Description of how mathematical knowledge affects everyday life in at least three ways
6. Explanation of a comparison shopper's attempt to determine whether to buy two smaller or one large can of the same product
7. Description of the approach to a particular problem, including misstarts, successes, and supporting evidence
8. Answers to problems may be written in complete sentences which include the numerical response.

MUSIC

1. Describe different types of music.
2. Analyze the meaning of different verses in a song.
3. Describe the various effects produced by different types of music. Present suggestions about when the different types of music might be used.
4. Present an argument for or against music in the classroom, on the street, on the bus, etc.
5. Your parents are very critical of rock music. Explain its history and why you like it.

MUSICAL THEATRE

1. Write a short review of any musical presentation which you see in the theatre, school, or on television, or which you hear on the radio.

   Describe your feelings about it, and explain why you did or did not enjoy it.

2. How did Rodgers and Hammerstein affect musical theatre?

3. Describe five types of musical theatre (operetta, musical comedy, opera, vaudeville, movies, television).

4. Describe the various types of dramatic offerings in which music is used to help build a plot. (Television, film, opera, musical comedy, cartoons)

SCIENCE

1. Advertisement — Each member of the class is asked to write an advertisement for a scientific product. (Combination telephone and TV set that allows you to see the person to whom you are talking)

2. Class Newspaper — Each class prepares a newspaper dealing with a unit of work, e.g., genetics, water pollution. Editors and reporters are assigned specific writing tasks. Copies may be brought home or circulated among other students.

3. Daily Diary — Each class member keeps a diary of his/her observations of some long-term project; e.g., growth of plant from a seed; reactions of organisms in a balanced aquarium

SCIENCE (Cont.)

4. Dictation	Dictate a paragraph consisting of instructions for some class activity. (Directions for making a blood smear)
5. Group Term Projects	The class is broken up into small groups early in the term. Each group is given a specific topic to research and write up. This is to be read to the class as a whole. (How Plants Make Food; How Space Stations Are Prepared in Orbit)
6. Individual Projects	A report is made on some topic that requires research. (How a Camera Works)
7. Job Prospectus	Have each class member prepare a prospectus for various occupations. (Marine biologist, geologist)
8. Journals	Each science student is required to copy notes into his/her notebook daily. This would constitute a journal of the term's learnings.
9. Letters Requesting Information	The class members write letters requesting information. (Letter to Grumman for information about solar energy heating systems)
10, Letters to Political Figures	Students write letters to the president, mayor, a senator, etc., requesting some specific action. (Banning the dumping of industrial wastes in the ocean)
11. Letters to the Editor	Students write letters to the editors of local papers, perhaps the school newspaper, on a topic related to the science classroom. (Nutritional value of the food served in the school cafeteria; possibility of using garbage and wastes to create energy for the school)
12. Newspaper Editorial	The class members write an editorial on some topic in science, which could be either a modern scientific issue or a famous past issue. (Genetic engineering experiments; banning of chemicals in foods; Darwin's theory of evolution)
13. Peer Evaluation	Each student evaluates, in writing, the performance of another student -- or group of students -- who delivered an oral report. (Mining the Ocean Floor)

SCIENCE (Cont.)

14.	Safety Signs	Have the students prepare a list of safety rules for using the Bunsen burner.
15.	Transcription From a Cassette	A cassette (either teacher-prepared or commercial) is used as dictation for the students. (Robert Jastrow's tape concerning the "Origin of the Earth," or a teacher-prepared tape dealing with some of Edison's experiments)
16.	Transcription of a Panel Discussion	Students summarize the key points and the pro's and con's of some controversial issue. (Nuclear power plants for producing electrical energy)
17.	Warning Sign	Ask each member of the class to prepare a sign warning people that a garbage-filled lot contains many poisonous substances.
18.	Writing of Petitions	Students prepare petitions to be sent to governmental agencies or persons in power. (Request for banning the killing of whales)
19.	Written Reviews	Students write review of scientific TV programs or motion pictures. (NOVA film, based on life of Albert Einstein, presented on TV)

SOCIAL STUDIES

1. Make a diary entry.

   A record of personal experiences, observations, reactions to events, situations and happenings may become entries in a diary. These entries may be made daily or at frequent intervals.

   The information should contain highlights of the experience, and the thoughts, reactions, and observations of the writer.

   Important details and statistical information, as well as the significance of the event, are necessary for the diary entry to have meaning and future utility.

2. Prepare a news broadcast.

   Historical events, current situations, and imaginary happenings may serve as a basis for writing a news broadcast.

SOCIAL STUDIES (Cont.)

2. Prepare a news broadcast. (Cont.)

The broadcast should contain factual information which answers questions in terms of who, what, when, where, and how.

The information should be written concisely, so that it can be read within a specific time limit, such as 15, 20, or 30 seconds.

No statements of opinion should be included in the news broadcast.

3. Write an advertisement.

In a consumer economics class, students may prepare advertisements for publication in a newspaper or for broadcast over the air.

The advertisements could be written for a particular time in history, for the present, or for some time in the future.

Each advertisement may recommend either a product or a service. It should include the name of the product, a description of the item, an emphasis on the best features and/or advantages of the item, where it may be purchased or obtained, and the price.

To ensure added appeal, endorsements, slogans, and guarantees may be included in the advertisement.

4. Write an editorial.

Current issues or problems may be utilized as a basis for writing an editorial, e.g., Should Congress ratify the Salt II Treaty?

The editorial should be prepared as if for publication in a newspaper such as The New York Times, The Daily News, or The New York Post, or for broadcast over a specific station or channel. It should present an opinion that might be taken by the specific publisher or station on the issue or problem.

The editorial should contain a brief description of the issue or problem, the arguments for or against the issue, a statement of the writer's or speaker's opinion, and some proof to support the reasons for the position taken.

Counter-arguments may be presented, but should be proved wrong through specific evidence.

SOCIAL STUDIES (Cont.)

5. Write a job prospectus.

In a class studying government, the students can describe in writing the constitutional as well as the unwritten qualifications for any particular office, as if they were announcing the position in a want ad.

The qualifications should be stated in order of importance. This gives the students the opportunity to think about the traits most sought after in governmental leaders.

6. Write a letter.

A letter can be sent to an editor expressing an opinion or to a consulate asking for information about a country. These are examples of students' letters in social studies which serve a definite purpose.

Another type is the imaginary letter which helps to recreate the emotions experienced by someone living during a historical event.

> Dear Mom and Dad,
>
> When you find this letter I will be on my way to Jerusalem. I'm joining Stephen and the other children in the Crusade. This is my reason.

Sample Lessons in the Content Areas

ACCOUNTING: DEVELOPING WRITING SKILLS

Aims: Student will be able to:

(1) list at least three methods of notifying a customer that the amount of the check received is incorrect;

(2) write a letter to notify a customer that the amount of the check received is incorrect.

Preparation:

(1) A customer's ledger account
(2) A sample check received from a customer
(3) Actual letter sent by a company to a customer in which the customer is informed that the discount was taken in error

Apperception:

Elicit the amount of the outstanding invoice in the customer's account; the terms of the invoice; the last date upon which the discount may be taken; the amount of the check when the invoice is paid within the discount period; the amount of the check when the invoice is paid after the discount period has expired.

Motivation:

Elicit the date of the check that was received from the customer; whether or not it was paid within the discount period; suggestions for dealing with the problem of a customer who has taken a discount in error.

Development:

1. Discuss methods of notifying customer that he/she has taken discount in error. What should the contents and form of a letter be in which customer is notified that he/she has taken a discount in error?

2. Write a letter, in accordance with criteria cooperatively developed by students. Sample business letter on page 105 may be used for reference.

2. Evaluate student letters by sharing selected letters and seeing whether they meet the criteria chosen by the class.

Homework:

Students, using sample letter, write a letter to a customer who has not taken a discount to which he/she is entitled. (See p.105)

On the following day, one student paper will be put on the board and students will evaluate content and form. They will proofread and make necessary corrections.

Students will exchange papers and review their neighbors' papers in the same way.

ART: OUR SECOND SKIN

Introduction:

The teacher will prepare visuals from art reproductions, slides, and pictures in books which show the way artists have illustrated the dress of their times in the subjects of their paintings and drawings.

Attention will be directed to the clothing, hair styles, silhouettes, fabrics, and accessories worn by the subjects of the paintings in different periods of history.

Aim:

1. To understand the reasons for wearing clothes: practical and ornamental (for protection from the elements, for modesty, and for personal attractiveness)
2. To discover that certain clothes serve as a means of identifying certain jobs and professions
3. To show that the painter gives us not only a portrait of a particular person but also a picture of his or her dress, ornaments, hairdo, style, and sometimes position in society
4. To be aware of visual communication through dress

Activities:

Prepare a paper on any of the following topics:

1. Does dress really make the man or woman? Why? Why not? Defend your choice. You may wish to give examples.
2. What jobs or professions can you identify by dress? Check with dictionary for accurate vocabulary. Refer to uniform catalogues, professional magazines, or advertisements.
3. What is the meaning of the title "Hair"? (See movie, play, or record.)
4. How do you choose your own clothes to express the real "you"?

Recommended Visuals:

Paintings by:

Boucher, Francois
Beardsley, Aubrey
Botticelli, Sandro
Brueghel, Pieter
Cézanne, Paul
Chagall, Marc
Chirico, Georgio di
Correggio
Cranach, Lucas
Daumier, Honoré
David, Jacques
Degas, Edgar

Delacroix, Eugène
Dürer, Albrecht

Ensor, James
Eyck, Jan van

Gainsborough, Thomas
Gaugin, Paul
Giorgione
Gogh, Vincent van
Goya, Francisco de
Greco, El

Hals, Frans
Hiroshige, Ando
Hogarth, William
Hokusai, Katsushika

Ingres, Jean Dominique

Levine, Jack

Marsh, Reginald
Monet, Edouard
Matisse, Henri
Michelangelo
Millais, Sir John
Mondrian, Piet

Picasso, Pablo
Pippin, H.
Poussin, Nicolas
Raphael
Rembrandt, (Harmenszoon van Rijn)
Remington, Frederic
Renoir, Pierre Auguste
Reynolds, Sir Joshua
Ribera, José
Rivera, Diego
Rubens, Peter Paul
Sargent, John S.
Shahn, Ben

Ter Borch, Gerard
Tiepolo, Giovanni

Vandyke, Sir Anthony
Velasquez, Diego
Vermeer, Jan
Vinci, Leonardo da

Watteau, Antoine

Sample Vocabulary: Resource Glossary to be introduced and explained, as needed

armor	cape	cuirass	hose	ruff
barb	cavalier	doublet	loincloth	ruffles
beret	chemise	embroidery	mail	sandals
bodice	cloak	flounce	mantle	shawl
bolero	clog	foundation	muff	tapestries
bonnet	codpiece	fringe	pantaloons	toga
bow	corset	gown	petticoat	trousers
breeches	caul	helmet	pigtail	tunic
burnoose	cravat	hood	pompadour	turban
bustle	cuff	hoop	ribbon	veil
			robe	wig

BUSINESS EDUCATION: WRITING EFFECTIVE BUSINESS LETTERS

This unit is planned to develop in students competency in writing informative and effective business letters: letters answering requests for information, granting or refusing credit, adjusting claims, and seeking collection.

COLLECT and duplicate, or prepare transparencies of, letters requesting information, granting credit, adjusting claims, and collection letters.

IDENTIFY the parts of the letter:
- inside address
- salutation
- body
- closing

the form of the letter:
- block
- modified block
- block paragraphs
- modified block with indented paragraphs

ANALYZE the letter for examples of stilted, formal, verbose, confused, or negative phraseology to be avoided.

DISTRIBUTE copies of groups of sentences reprinted from the letters collected, or from other sources.

Have students rewrite each sentence, heeding pertinent C's of the 11 C's of written communication:

clear, correct, concise, complete, courteous, considerate, confident, cheerful, conversational, careful, and clever

DEVELOP the thesis that the body of a successful business letter follows the same steps that govern making a sale:

Beginning -- attract attention
create interest

Middle -- develop desire
instill conviction

Ending -- promote desired action or good will

ELICIT sentences that demonstrate the steps in writing the beginning, middle, and ending of a business letter.

DISCUSS methods of prejudging the effectiveness of a letter.

- Does it look neat?
- Does it look easy to read?
- Is the opening paragraph pertinent and interesting?
- Is the letter clear and forceful?
- Does it sound natural?
- Is it written from the reader's point of view?
- Does it contain information the reader wants to know?

- Does it sound sincere?
- Is the letter written specifically to the point?
- Does it avoid rambling?
- Are logical "reasons why" stated?
- Is the closing strong?
- Is the letter friendly and likely to build good will?
- Is it the kind of letter you would like to receive?

DISTRIBUTE copies of letters which do not conform to desired business letter standards.

Have students rewrite the letters, to make them as effective and informative as possible.

REVIEW the learnings of the unit by asking students to list, and explain:

- the importance of each of the 11 C's of written communication (See previous page.)
- the steps in preparing a successful business letter
- how to prejudge the effectiveness of a business letter

STUDENTS may engage in additional learning experiences such as:

- collecting a variety of business letters
- analyzing them and rewriting according to established criteria for business letter writing
- preparing effective business letters to answer requests for information, to grant or refuse credit, to adjust claims, and to collect overdue accounts

FOREIGN LANGUAGE: RELATIONSHIP TO WRITING IN ENGLISH

In the effort to develop greater writing competency in English, foreign language instruction plays a very significant role. When students study a foreign language, they learn about the relationship of linguistic elements, about sentence structure, and about language structure in general.

In fact, for many students the foreign language course affords a singular opportunity to obtain a comprehensive understanding of grammatical structures. The exercises which students generally engage in, in a foreign language class, create a greater sensitivity to linguistic relationships. Since comparison is an important factor in learning, this sensitivity and linguistic awareness help significantly with the development of greater competency in English.

Furthermore, writing is an integral part of foreign language learning. Some kind of writing exercise, whether it be of a structured or completely creative kind, is part of almost every lesson. What is more, in composition writing students learn to organize ideas and express them in a coherent and sequential manner. The instructional process of composition writing, consisting of a discussion of the basic ideas of the topic, the suggestion of pertinent vocabulary and the organization of subtopics is not unrelated to composition writing in English.

Foreign language study can have a profound effect on vocabulary building in English. Foreign words, roots and stems suggest new vocabulary in English. Students also develop a greater sensitivity to the meaning of words. This process of vocabulary enrichment leads inevitably to greater power of expression in English.

The importance of foreign language study for the development of competency in English is borne out by studies summarized in On Further Examination, a brochure of the College Entrance Examination Board. The possible correlation between foreign language study and the verbal part of the SAT is touched upon in the following statement:

> Such courses (foreign language courses), it is suggested, increase the knowledge and understanding of the English language--a development reflected in performance on the verbal part of the SAT. A clear parallel unquestionably shows up between students' SAT-verbal scores and the number of foreign language courses they have taken in high school.

Because foreign language study develops a more profound language sense, a better understanding of structure and an awareness of linguistic elements, and because it enriches the vocabulary of the students and helps them to organize ideas for written expression, it has a very definite effect on the development of writing competency in English.

FOREIGN LANGUAGE: WRITING A PEN PAL LETTER

Aim: To write a pen pal letter in the foreign language

Motivation:

The nature of a pen pal correspondence is elicited.
The experiences of students with pen pal letters are discussed.
Examples of pen pal letters are read to the class.

Development:

1. Preparation

   a. Items for inclusion are suggested.
   b. Sequence of subject matter is discussed.
   c. Appropriate vocabulary and idioms for the letter are elicited.
   d. English equivalents, derivations and word families are discussed.

2. Comparison of English and foreign conventions with respect to letter writing

   a. Date
   b. Salutation
   c. Closing

3. Actual writing of a model letter

   Class develops a model letter or the beginning of a letter.

Other Writing Activities:

1. An individual pen pal letter
2. A diary entry based on a pen pal letter
3. Reversal of roles - The student imagines that he/she is the foreign student.
4. An invitation
5. A famous person as a pen pal - What might he/she write?
6. New ending for a pen pal letter that has been received
7. Yearbook entry appropriate for the pen pal
8. An entry in Who's Who based on the correspondence
9. Dictation

FOREIGN LANGUAGE: RESPONDING TO AN ADVERTISEMENT

Aim: To write a response to a newspaper advertisement

Motivation: Which product advertised on this page would you wish to have?

Development:

1. Students identify various products on the page. The teacher elicits the appropriate vocabulary.
2. Students ask each other which products they prefer.
3. Students write descriptions of several products.

Assignment:

Students write on five products, emphasizing the details which must be included in a letter ordering the product.

Follow-up:

1. The class writes a collective letter ordering a product.
2. The conventions of letter writing in English and the foreign language are compared.

Other Writing Activities:

1. Letters of various kinds
2. An advertisement
3. Reply to an order
4. News report
5. Weather report

Topic: Attitudes toward smoking

Aim: To assess whether attitudes toward smoking are currently undergoing major changes in our society

Motivation:

According to a recent report of the Surgeon General, today more than thirty million Americans are ex-smokers.

Outcome:

1. Identify the harmful substances in cigarette smoke and their effects on the body.
2. Analyze the effect of cigarette smoke on the health of non-smokers.
3. Appreciate the rights of the non-smoker.

Activities:

Research and report on the effects of nicotine and carbon monoxide on the body.

React to a report by the American Lung Association that two-thirds of the smoke from a burning cigarette enters not the smoker's lungs but the general environment.

Invite a speaker from the American Cancer Society to discuss the effects of smoke on the unborn or newborn baby.

Discuss how reduced smoking and increased demand for low-tar cigarettes represent a radical change in public attitudes toward smoking.

Role play a situation in which you, as a non-smoker sitting in a theatre, notice a couple next to you lighting up cigarettes. Smoking is prohibited in the theatre.

Writing Assignment:

The Clean Air bill holds that the rights of individuals to risk their own health by smoking do not include the right to jeopardize the health of those around them.

After researching information about the Clean Air bill, write a letter to your local councilman or state representative stating your position on the Clean Air bill.

Provide facts in a clear and logical manner; consider your interests as well as those of society.

Share letters by exchanging them with a partner or group. Comment on the accuracy and effectiveness of the content. Point out and correct any major errors in spelling, punctuation, or grammar.

References:

Health Education in Secondary Schools. Curriculum Bulletin, 1972-73 Series, No. 3.

American Cancer Society (Local office)

American Lung Association (Local office)

HEALTH EDUCATION: DRUG USE AND DEPENDENCE

Aim: To create an awareness of possible reasons for drug use and dependence

Motivation:

Show or describe an appropriate picture illustrating drug abuse.

Development:

Discussion is developed in response to such questions as:

1. What is the girl/boy doing?
2. What is in the needle?
3. Why is he/she doing it?
4. Where can he/she get help with the drug problem? In school? At home? In the community?
5. How would you find out where help is available for him/her?

Writing Assignment:

Write a paragraph of four or five sentences in which you imagine that the person in the picture is your sister/brother or best friend.

How do you feel? What advice will you give him/her?

Share your paragraph with someone in the class and exchange comments. Ask for volunteers to read aloud several papers which are thought to be effective. One may be written on the board for class comment and correction.

HEALTH EDUCATION: ROLE OF THE MOTHER IN TODAY'S FAMILY UNIT

Aim: To understand the role of the mother in today's family unit

Motivation: (Hand out little slips of paper)
"Jot down the word that best expresses what comes to your mind when you think of the role of the mother."

Development:

1. What is the accepted role of the wife and mother in the house?
2. What are the differences between a homemaker and a housekeeper?
3. "A married woman's primary job is to be a good homemaker " How do you feel about this statement?

Medial Summary: How has the role of the mother in the family unit changed through the years?

Development: (Cont.)

4. How many of you have working mothers? How does this affect her role as a homemaker?
5. Why do more women work today?
6. Should a mother work outside the home? (Depending on class response, this may be expanded into a panel discussion next lesson on the "pros" and "cons" of the mother working.)
7. How can other members of the household assist in coping with these problems?

   a. children
   b. father
   c. grandmother
   d. aunt

Final Summary:

Socio-drama. Mother walks into the house at 6:00 P.M. (Set the scene.)

Role play the situation when the mother comes home and says to the rest of the family: "I work all day long and come home to this mess! Doesn't anyone do anything around here but me?"

Writing Assignment:

1. What do you think should be the responsibilities of the members of a family in which the mother works? (husband, teen-age children, younger children)

Writing Assignment: (Cont.)

2. State your opinion in one sentence, with three or four supporting sentences or examples.

3. Students read their compositions aloud.

   One or two are written on the board.

   Students comment on the content and effectiveness and volunteer needed corrections of spelling, punctuation, or grammar.

HOME ECONOMICS: CLOTHING SELECTION BASED ON FIGURE AND COLOR TYPES

Topic: The individual characteristics of figure and color types: an introductory lesson of a unit on clothing selection

Aim of Unit:

1. To develop desirable standards for planning a wardrobe
2. To understand the principles of good taste in dress
3. To develop a knowledge of color, line, and design suitable to the individual
4. To improve personal appearance through dress

Preceding Lessons:

- Deal with different figure types
- Identification of each member of the class as to individual type
- Variations within each type

Aim of Lesson:

To understand the individual characteristics of figure and color types, using oneself as the subject

Motivation: Discussion of "Standards for the Selection of Clothing"

Development:

1. Discuss how considerations of color and design principles will help develop good judgment in planning a wardrobe for individual needs.
2. Using pictures as examples, discuss and identify each of color harmonies.

   Review ditto "Color Facts" and retain for notebooks. Discuss how each of these facts can be applied to individuals in class.
3. Discuss inadvisability of buying colors only because they are in fashion.
4. Start chart for notebook, "What Type Am I," to include height, figure type, complexion, hair and eye coloring, personality type.

Homework or Classwork: Describe in a paragraph an outfit you would like to buy for yourself, explaining why you have chosen the style and colors.

Homework or Classwork: (Cont.)

Share these paragraphs by reading them aloud in small groups. Several students copy theirs on the board for class comment and correction.

Teaching Aids: Craig and Rush, Clothes with Character
Chapter II, Unit 2
Chapter III, Unit 2

Color Wheel - Overhead Projector

Pictures

Magazines (Available for class use in cutting up)

Ditto "Color Facts"(Attached)

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COLOR FACTS

1. Complementary colors emphasize each other.

   Green used with red appears brighter than when used alone.
   Purple emphasizes yellow in the skin.
   Blue emphasizes light flesh tones.

2. A color used with a neutral appears clearer and brighter.

   Red or green accent on a grey, white, or black dress appears clearer than on a colored dress.

3. Black and dark colors absorb color; light and white colors reflect color.

   Black absorbs color from the skin, and white gives the skin more color.

4. Two or more colors of the same value are monotonous.

   A medium green and a medium tan trimming are uninteresting.

5. Color may be increased by repetition.

   Brown emphasizes brown eyes and freckles.
   Pink emphasizes pink in the cheeks.
   Rust accents red hair.
   Blue accents blue eyes.

6. Colors unbecoming by daylight are often becoming under artificial light.

7. Colors unbecoming in one texture may be becoming in another.

   Black crepe may not be becoming, whereas black velvet may be.

8. White and light colors in a costume increase size and reveal silhouette.

   Light colors are advancing and make one appear larger.

9. Dark colors decrease size and reveal silhouette.

   Dark and dull colors are receding and make one appear smaller. Because of sharp contrasts, they may reveal figure irregularities.

10. Cool colors make dark skins look warmer.

    Warm colors are most becoming to dark skins, but both cool and warm colors must be adjusted in intensity, depending on variations in skin colors from olive to black.

11. Adjacent complementary colors, when mixed in materials in small areas, neutralize one another.

    This becomes evident in tweeds and prints.

12. Color should be chosen so that the wearer remains the center of interest, not dominated by any color or color combination.

13. Avoid brighter intensities of hues similar to the hues present in your own coloring.

14. Low necklines, the addition of a becoming color or a light value near the face, or a dark accent will make an unbecoming color more wearable.

15. A color should be used in small amounts as intensity is increased, and in larger amounts as intensity is decreased (dullness) or value increased (lightness).

INDUSTRIAL ARTS: INDICATING COMPREHENSION OF A READING SELECTION IN WRITING

The Bookbinder

Work Done

The BOOKBINDER does any or all operations in the binding and re-binding (binding again) of soft and hard-covered pamphlets, books, and periodicals (magazines). The BOOKBINDER uses all of the tools and equipment of the trade.

Qualifications

The BOOKBINDER must have good eyesight, must be good with the hands, have good control of muscles, and good taste.

Job Openings

New York City is a center of the publishing business in the United States. The chances of getting a job and advancing in it are good. There is a need for skilled bookbinders. The trade is steady.

How to Train

High school courses can prepare you for a job in bookbinding. They teach you how to machine and hand bind pamphlets maps, blank books, and books in cloth and leather. They teach you how to cut boards, stamp, crease, fold, sew and stitch, round and back, glue and hinge. All of these are used in commercial binding.

They also teach you about paper, cardboard, cloth, leather. They tell you how to use cement, paste, and glue. They train you in layout and design, and in the use of color in binding. They also teach you how to figure out how much material you will need and how much time it will take.

Essence of Job

Bookbinding is a finishing operation in the graphic arts. After we have printed the book or magazine (or whatever), we bind it. The kind of binding we do depends on the type of binder we have chosen.

Aim: (1) To be able to express, in writing, understanding of the information contained in the reading selection

(2) To be able to express, in writing, personal reactions to the data presented

Motivation: Pretend you are preparing a talk show for TV. One guest is a prominent bookbinder, and you want that person to tell about some details of what goes on during "A Day in the Life of a Bookbinder."

Development: Elicit from the students all the information they have absorbed from the reading selection and/or from other sources regarding the work, the people involved, the origin of the occupation, etc.

Have students compare and contrast the working conditions with other occupations connected with industrial arts.

Writing Activity:

Class develops a cooperative script, answering the questions listed below with complete sentences.

1. Does this occupation interest you? Why? Why not?
2. What would be the highlights of a day in the life of a bookbinder?
3. Would there be any dull spots in the routine of the work?
4. Describe the location and associations that might go along with this job.
5. Where could you find out more about these working conditions?
6. What are the qualities you possess which would make you a good (not good) candidate for a position as a bookbinder?

Homework:

Students write their own script at home, choosing any three of the above questions or substituting their own.

Students exchange papers and respond to each other's work in terms of clarity and effectiveness.

Several papers may be read aloud for class reaction, and for proofreading recommendations.

MATHEMATICS: ORDER OF OPERATIONS
AND APPLICATIONS

Aim: To apply the Order of Operations, using multiplication/division and addition/subtraction

Motivation:

Find the value of $4 + 2 \times 3 + 7$

Development:

1. Accept all answers as possibilities.
   Have students explain their solutions.

   Possible solutions, and why!!

   a) $4 + 2 \times 3 + 7$ $\quad [(4 + 2) \times 3] + 7 = 25$
   b) $4 + 2 \times 3 + 7$ $\quad [(4 + 2) \times (3 + 7)] = 60$
   c) $4 + 2 \times 3 + 7$ $\quad 4 + (2 \times 3) + 7 = 17$
   d) others?

2. Present the rules for the Order of Operations as a way of developing a universally accepted procedure for arithmetic operations without grouping symbols.

   Order of Operations

   First Order: Addition - Subtraction
   Second Order: Multiplication - Division

   Rule: In arithmetic, the second order of operations must be done before the first order of operations.

3. Review motivation to apply the rule.

   $4 + 2 \times 3 + 7$ becomes $4 + \underline{2 \times 3} + 7$

   $4 + 6 + 7 = 17$

4. Practice rule using combinations of multiplication/division and addition/subtraction.

   a) $4 \times 3 + 7 \times 8$
   b) $20 \div 4 - 6$
   c) $24 - 16 \div 4 + 3 \times 2$
   d) $75 \div 3 - 4 \times 6 - 1$

Summary:

A. The Order of Operations and the rule for its application

B. Discuss what might happen if there were no order of operations, e.g., when shopping this would lead to different costs.

*correct answer

5. Summary: (Cont.)

(1) Find the cost of 3 cans of tuna at $ .75 a can, and 2 loaves of bread at $ .27 a loaf.

$$3 \times .75 + 2 \times .27$$

(2) In a restaurant there is a cover charge of $5.00 and a charge of $2.00 for each glass of soda. What will it cost for 7 drinks?

6. Drill: (Use text, etc.)

7. Enrichment: Write numbers from 1 to 10, using four 4's.

Example: $1 = 4 \div 4 + 4 - 4$

8. Follow-up: For homework or classwork

Write a paragraph (2-5 sentences) on what might occur if there were no agreement about the Order of Operations.

Pupils exchange and read each other's papers for accuracy of content and clarity. They proofread and make necessary corrections.

MUSIC : HOW JAZZ HAS AFFECTED
CONCERT HALL MUSIC

Preceding Assignment:

1. Jazz - definition; history
2. Jazz, ragtime and blues - relationships
3. Understanding improvisation

Aim: To understand the relationship of jazz to classical music and the impact of jazz on modern composers

Motivation:

Exposure to musical samples of jazz, ragtime, blues
Claude Debussy's "Golliwog's Cake Walk"
Darius Milhaud's "La Création du Monde"
George Gershwin's "Porgy and Bess"

Jazz on radio and television
Jazz concerts
Texts on jazz (Jazz - New Orleans - 1885-1963)

Writing Activities:

1. Describe your impressions of jazz music in a paragraph of about five sentences or more.
2. Share paragraphs with each other by reading them aloud in groups of four. Have several copied on the board. Discuss them for content and effectiveness. Ask students to volunteer to correct any serious errors in spelling, punctuation, or grammar.

Enrichment:

Read Vachel Lindsay's poem "Jazz Fantasia."

Discuss the ways the poet suggests his impressions of jazz.

PHYSICAL EDUCATION: OFFICIATING TECHNIQUES IN GYMNASTICS

Aim:

(1) Students develop an understanding and knowledge of the terminology and rules of gymnastics,

(2) Students learn to prepare written evaluations of skill performances in gymnastics.

(3) Students understand and appreciate gymnastics as spectators.

(4) Students develop skills necessary to serve as officials in class and school intramurals.

Motivation:

Filmstrips, slides and films such as the 1976 Olympics Gymnastic Competition

Demonstration by high school varsity team or leaders

Organization of intraclass and intramural tournaments

Preparation:

Students, dressed in street clothes, seated in stands

Students prepared with notebooks and pens or pencils

Varsity team members serving as demonstrators

Activities:

1. Teacher leads discussion of the scoring rules in judging men's gymnastics, based upon The Advanced Study of Gymnastics.
2. Demonstration of skills, with students identifying key points for scoring
3. Students prepare notes for written evaluation of the demonstrations at each piece of apparatus, to justify scoring.

Assignment:

Students prepare written report of demonstrations. Emphasis placed upon written skills, as well as on content.

Students use these notes to write a two- or three-sentence evaluation.

Several students copy their evaluations on the board for class appraisal. Students comment on content and note any serious errors in spelling, grammar, and punctuation.

References:

John H. Salmela. The Advanced Study of Gymnastics. Springfield, Ill.: C. C. Thomas, 1976.

Code of Points: International Gymnastics Federation. A joint publication of the U. S. Olympic Committee and the U.S. Gymnastics Federation.

SCIENCE: THE EXPERIMENTAL METHOD

Preceding Lesson:

Review of a true-false quiz proving that the class needs to study Nutrition

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Aim: How do scientists carry out experiments?

Motivation; Read to the class several current findings related to malnutrition in the United States. For example: "Scientists have discovered that animals that receive too little protein before birth have fewer brain cells and are mentally retarded, as compared with other animals." How did scientists discover this fact?

"More than 50% of the women in the United States have diets which lack sufficient calcium, causing them to have weak bones." How do scientists know that a lack of calcium will cause weak bones?

Development:

1. Scientific Method

   a. What value do experiments have for scientists? (They answer questions.)

   b. For example: "Will Vitamin E increase the life span of mice?" (If the term "hypothesis" is used, be sure to explain its meaning.)

   c. Experimental Design. How are you going to find the answer to this question? What materials will you write on the board?

      500 mice
      10 cages (large)
      mouse food
      Vitamin E

2. Students Design the Experiment

   Ask each student to write an individual procedure for this experiment. NOTE: Most students will place 50 mice in each cage, and feed them food and Vitamin E.

3. Scientific Controls

   Ask: "Suppose all the mice were given Vitamin E, and they lived an average of three years. What would that tell us? Explain why!"

Development: (Cont.)

4. Controlled (Comparison) Experiment

a. How shall we perform the experiment?

b. Divide the mice into two equal groups of 250 mice each. The mice in each group should be as similar as possible, in terms of age, sex, food, and living conditions. Only one group is to get the Vitamin E.

c. What shall we name the group that gets the Vitamin E? What shall we call the other group?

d. Elicit the following from the class and place on the board.

Board Work

Experimental Group	Control Group
5 cages	5 cages
food	same food
light, air, etc.	same lighting, air, etc.
125 male and 125 female mice, two weeks old	125 male and 125 female mice, two weeks old
Vitamin E daily	

5. Interpretation of Data

Place on the board:

(1) Observation
exp. group = 26 months average age
cont. " = 22 months average age

*Conclusion: (to be written by the students)

(2) Observation
exp. group = 36.4 months average age
cont. " = 36.2 months average age

*Conclusion: (to be written by the students)

(3) Two or three conclusions are put on the board. Class discusses for content and clarity, and corrections are made.

6. Final Summary

a. Why is a control group necessary in every scientific experiment?

b. How does the control group compare to the experimental group?

Final Summary (Cont.)

c. Why is it necessary to use a large number of animals in our experiment?

7. Enrichment

a. Discuss the polio vaccine experiments that involved children.

b. One group was given the vaccine; the second group was given sugar and water; the third group was given nothing.

c. Mention that thousands of children all over the United States were involved in the experiment.

d. Which was the experimental group?

e. Which was the control group?

f. What was the other group?

g. Why did they use two control groups?

Homework: A farmer is asked to test a new fertilizer on his corn plants. He plans to plant corn on twenty acres of his farm. If you were that farmer, how would you test the fertilizer?

Write your answer in the form of a paragraph of at least five sentences.

Follow-up Activity: The following day, student work should be put on the board or shared in groups, and discussed for content and clarity. Pupils should proofread each other's work.

SCIENCE: COMPARING THE FRUIT OF THE APPLE TREE AND THE GREEN PEA POD

Preceding Lesson:

How are fruits formed from flowers?

Aim: How does the fruit of an apple tree compare with the green pea fruit?

Motivation: Teacher holds up an apple and a green pea pod. Both of these are the same part of a plant, yet they look very different.

What part of a plant are they? (fruit)

What should our aim for today be?

Instructional Materials: Apple (one for each pair of students and pea pods in the same quantity); chart of apple and pea pods; two dissection needles and scalpel for each group of two students; rexographed hand-out sheet of model paragraph

Development:

1. Organization of groups for dissection
   a. Organize students into groups of two, if at all possible.
   b. Distribute instructional materials after appropriate safety precautions are given concerning the handling and use of the scalpels and the dissection needles.
2. Apple and pea-pod pre-dissection discussion
   a. Locate fruit and seed parts of apple and pea on the charts.
   b. Elicit names of parts from the students.
      - receptacle, ovary, hilum, micropyle, embryo, stored food -
3. Medial summary
   a. What were these fruits originally in the flower? (ovary)
   b. What has happened to the other flower parts, such as stamens and petals? (died)
   c. Try to find these on your fruits.
   d. Why do both fruits have a waxy coating? (waterproofing)

Development: (Cont.)

4. Apple dissection

a. Instruct the students to cut the apple in half. Each student works with one-half of the apple.

b. The part you eat is the enlarged base of the flower.

c. ovary = hard part in the center containing seeds

d. Ask the students to count the number of seeds in their half of the apple.

5. Written paragraph describing the apple

a. Instruct each student to write a paragraph describing the apple. Tell them no pictures are allowed, but their words must form a mental picture for the reader.

The size, color, and the parts of their half of the apple are to be included in the paragraph.

b. The teacher assists and checks work on an individual basis.

c. Students exchange papers and the teacher distributes model paragraph.

"My half of the apple was about 3½ inches high. Its skin was red and shiny. Most of the apple was white, soft, and juicy. It tasted good. There were four small, dark brown seeds in my half. They were in a hard, yellowish core which really is the ovary."

d. Students add missing concepts, and papers are returned to the authors.

6. Pea pod dissection

a. Pea pods are distributed.

b. Students are now asked to describe this fruit and its seeds in the same manner as they did for the apple.

c. Instruct students to split the pod along the convex edge.

d. Students do dissection and write their paragraphs.

e. Teacher assists students and checks their progress.

Development: (Cont.)

7. Evaluation of pea-pod paragraphs

Various students read their paragraphs. The rest of the class listens to be sure that the color and shape of the pea pod are mentioned.

Included in the paragraph should be the size and number of seeds, the seed color, and how they are attached to the pod or fruit. Students should be encouraged to eat one seed and indicate its taste in the paragraph.

8. Enrichment

Students are asked to take one or two seeds home and dissect them. Extra credit will be given for paragraphs describing the internal and external features of the seed of the green pea plant.

9. Final summary

a. How are the fruits of the apple and the green pea alike?

b. How do they differ?

c. How are apple seeds and pea seeds alike?

d. How do they differ?

Homework

Read Pages _____ in your textbook on the subject of seedless fruit. In a short paragraph, explain how seedless fruits are formed and why they cost more than fruits with seeds.

SCIENCE: THE PROPERTIES OF CARBON DIOXIDE

Preceding Lesson:

What gases are in the air, and what are the properties of oxygen?

Aim:: What are the properties of carbon dioxide?

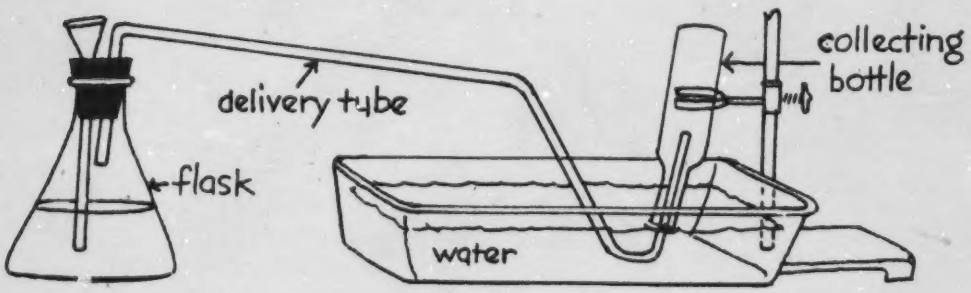
Motivation: In addition to oxygen, we have a very useful gas in the air. This gas can put out fires, make plants grow, keep ice cream cold, and make cakes light and fluffy. What gas does all of these things?

(Tell class if no correct response)

How were scientists able to find out that this gas could do so many things?

(By studying its properties)

Instructional Materials: Set up to collect CO_2 by the displacement of water. -- three collecting bottles, one flask, funnel, three glass plates, water trough, two-hole stopper, delivery tube, candle, matches, piece of cardboard at least 30 cm x 15 cm, overhead projector, transparency with model paragraph



dilute HCl + $CaCO_3$

(dilute hydrochloric acid) + calcium carbonate

Development:

1. Preparation and collection of CO_2
   a. Have students identify materials from labels.
   b. Write word and chemical equation on chalkboard.

$$HCl + CaCO_3 \longrightarrow CO_2 + H_2O + CaCl_2$$

(Calcium Chloride)

Development: (Cont.)

c. Have class balance equation. (Send one student to chalkboard.)

$2\ HCl + CaCO_3 \rightarrow CO_2 + H_2O + CaCl_2$

d. Set up equipment for collection of CO_2.

2. Medial Summary

a. When did we use this method before? (To collect O_2)

b. What is the name given to this method Of collection? (Displacement of water method)

3. Observations by Students

a. Tell the class that, after the carbon dioxide is collected, you want them to write a paragraph in their notebooks about the properties of carbon dioxide.

The following terms are to be used in their paragraphs. (Write these terms on the board.)

- gas, color, smell, heavier than, burning, taste, dissolve

b. Teacher collects CO_2 in glass collecting bottles.

c. Have a student report the odor and taste of CO_2 to the rest of the class.

d. Teacher passes bottle of CO_2 around the room, so that all can see its color.

e. Teacher bends cardboard into a trough and suspends one end on several books, producing an inclined V-shaped trough. A lighted candle is placed at the base of the trough.

Development: (Cont.)

f. Teacher opens a bottle of CO_2 and rolls it down inclined cardboard. (The air must be still -- no breeze.) The burning candle goes out.

4. Students write paragraph.

a. While students work on their paragraph, the teacher supplies individual help to those who need it and checks the work of the students.

b. Several students read their paragraphs.

c. Peer evaluation of paragraphs that are read.

d. Model paragraph is displayed through the use of overhead projector, for everyone to see.

"Carbon dioxide is a gas which has no taste or smell. It can't be seen. Carbon dioxide doesn't dissolve easily in water. This gas puts out flames. It is heavier than air."

e. Students correct their own work.

5. Summary

a. How do we know CO_2 is heavier than air?

b. How do we know that CO_2 does not burn?

c. How do we know it won't support burning?

6. Advanced paragraph writing

a. Teacher writes the following terms on the chalkboard:

gaseous	combustion
odor	invisible
weighs	taste
soluble	

b. Teacher instructs class to write another paragraph enumerating the properties of carbon dioxide using the new words.

Development: (Cont.)

c. Again, teacher inspects work as students write their paragraph. Appropriate praise is given, as well as assistance.

d. Several students read their work, and the class evaluates their efforts.

e. Model paragraph is then displayed by means of the overhead projector.

"Carbon dioxide is normally in the gaseous state. It weighs more than air does. Carbon dioxide is slightly soluble in water and is invisible. It has no taste and does not support combustion."

Homework:

Dry ice is really carbon dioxide in the solid state.

Read Pages _____ of your textbook. In a paragraph, explain how dry ice is made, and tell why it is better than normal ice.

SCIENCE: REMOVING SALT DISSOLVED IN WATER

Preceding Assignment: Readings and questions dealing with the water cycle and types of water pollutants

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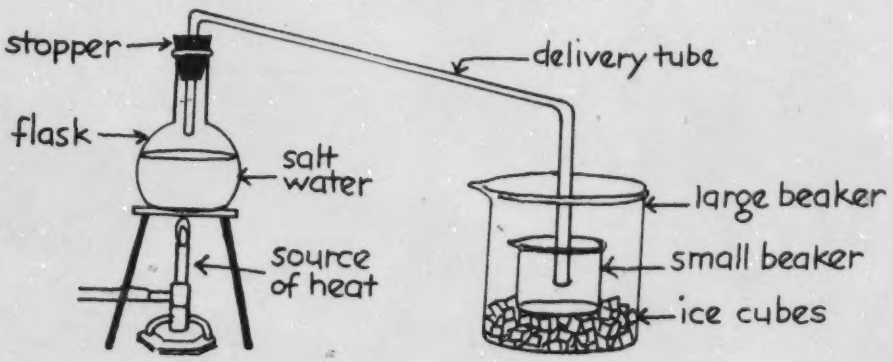
Aim: To learn how dissolved salt can be removed from water

Motivation: Have a student sip and taste some clear but salty water. Ask why he/she reacted the way he/she did.

Tell the class that the day may come when we will have to drink salty ocean water. Elicit from the class why the salt is invisible. Then ask, "What should our aim be for today?"

Instructional Material: Stock bottle of salt water, glass
Group equipment - flask, one-hole stopper, delivery tube, small beaker, ice cubes, source of heat (hot plate, etc.)



Development:

1. Distillation and dissolved pollutants
   - Ask the class how the salt can be removed.
   - Define distillation. (The process by which a liquid is changed to a gas by heat, then collected in a separate container by cooling the gas until it becomes a liquid)

2. Demonstrate set-up to class.
   - Ask a student to explain the operation of a distillation set-up to the rest of the class.
   - Elicit or introduce the terms: vaporization, condensation.
   - Compare these terms.
   - Have the students rewrite their definition of distillation, using vaporization and condensation.
   - Hear several definitions, and have incorrect definitions corrected.

Development: (Cont.)

3. Student "hands-on" activity	- Break class into small groups. - Have each group assemble its set-up. - Emphasize safety precaution for handling glass and source of heat, to prevent cuts and burns. - Instruct groups to boil the salt water gently. - Inspect students at work by going from group to group. - Have students taste the collected distillate and note their observations in the notebooks.
4. Medial summary	- Review distillation, vaporization, and condensation. - Point out that any "dissolved" unwanted substance is a pollutant.
5. Students write up experiments	- Each student writes and describes what was done, in complete sentences. (No drawings allowed) - Hear several reports and have them evaluated by other students.
6. Final summary	- Why does the water in the small beaker taste strange? (Distilled - no gases in it) - What happened to the salt? - How does what we did today illustrate the water cycle on a small scale? - What pollutants can be removed from water by distillation?

Homework: Write a letter to your congressman urging that scientists get money from the government to build a plant to distill ocean water for drinking, using the energy of the sun.

Point out all the benefits of such a plan, and why this project will be of help to us.

Note: -For your letter to reach its destination, what conventions must be observed?
-What qualities must your letter possess so that your congressman will be moved to act?
- What qualities in a letter would cause the congressman to disregard it?

SCIENCE: THE LABORATORY REPORT

In the course of writing a laboratory report, the following suggestions should be kept in mind:

Title: This is a short descriptive statement based on the problem.

Problem: This should be recorded as a question, which involves and isolates only one experimental variable. If more than one variable is to be considered, an experiment should be designed to address each. Overloading a single experiment will likely lead to complicated procedures and confusion unless the student is skilled in experimental design and reporting. Basically, one should know exactly what one is attempting to do and be able to communicate this purpose or aim clearly to others.

Hypothesis: When included, the hypothesis may be described as a supposition, an unproven theory, or a "scientific hunch" tentatively accepted and subject to experimental testing.

Background: (Introduction) See "Procedure" below.

Materials: Since the purpose of a report is to communicate the experimenter's method, as well as his findings, a list of commercially supplied equipment and a description of homemade devices should be included.

Procedure: The procedure (or method) is that section which describes succinctly, yet completely, the steps taken by the experimenter, using the materials described above, in solving the stated problem. Any discussion of previous experiments in this area, or any supportive information which does not specifically relate to the actual method employed in this investigation, should be excluded from this section. Such references might best be shared in a special section, appropriately labeled "Introduction" or "Background." Often such information is included in a section called "Discussion," which precedes the conclusion. (See next page.)

Complicated or standard procedures (methods) described in the science literature might simply be referred to by the method's accepted name, rather than getting involved in lengthy discussions on technique. The writer must choose the approach which is most appropriate in each report.

Observations: Accurate and unbiased observations are essential to a good experiment. One records only what one sees, hears, or otherwise senses. Of course, the experimenter may use instruments and other devices to extend the senses (e.g., microscope or light meter), but one should not attempt to interpret or explain the data collected in this section. Number each observation for future reference.

In reporting, certain data may be recorded in the form of graphs, tables, maps, and diagrams as well as narrative. Each diagram, figure, and table should be clearly developed, titled, labeled, and/or numbered.

Discussion: (Note comments made in "Procedure" section.)

Conclusion: This is the last step in the testing and reasoning process. As an inference based on evidence and data, conclusions should be expressed in one or more complete, concise sentences. Direct reference may be made to the individual, numbered observations which support respective conclusions.

This section might also include suggestions for future experiments or redesign of the foregoing procedure.

SOCIAL STUDIES: SHOULD THE SOLDIERS IN THE FRENCH ARMY HAVE REAFFIRMED THEIR LOYALTY TO NAPOLEON UPON HIS RETURN FROM EXILE?

Preceding Assignment:

Read pp. 414-421, Mazour and Peoples, Men and Nations.
Answer the question below.

How did Napoleon's leadership affect the people of France?
Fill in this chart:

Achievements	Failures
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____

Aim: (Specific) The students will be able to assess the leadership of Napoleon Bonaparte. (General) How should citizens judge leadership?

Motivation: (Teacher asks class) There is a great deal of public discussion of the strengths and weakness of President Carter. Some people say he is not a leader. Others say he is. What do you think? How would you judge the quality of leadership? What do you look for in a leader?

The class may list Carter's achievements and failures in two columns. What conclusions can be drawn? How may people be influenced in deciding whether or not to reelect Carter?

Transition into Lesson: The French people had to decide whether or not to follow Napoleon after he returned from his first exile.

Development:

1. Some students read or copy on the board their lists of Napoleon's achievements and failures done for homework. These are discussed and evaluated, and students make their individual assessments of Napoleon.
2. Teacher asks a series of pivotal questions before distributing the story "Sergeant Granier's Dilemma."
   a. Why was the decision as to whether or not to follow Napoleon after his escape from Elba a difficult one to make?
   b. What did the French people gain under Napoleon's leadership?

Development: (Cont.)

c. What did they lose under his leadership?

3. Teacher statement before the students read the story:

"The French soldiers had to decide whether or not to follow Napoleon. Let's read this story and then make individual decisions, as if we were in the French Army at that time. We'll make our decisions, write them as an entry in a diary, and then explain our reasoning. As you write in your diary, keep in mind the questions on the board."

a. Would you follow Napoleon again? Why? Why not?

b. What quality did Napoleon have which may have swayed the opinions of many soldiers?

c. What effect would the opinion of the other soldiers have on your decision?

d. What effect would the memory of your brother's death have on your decision?

e. How would the total career of Napoleon to that date influence your decision?

Application: Students are directed to exchange diary entries with neighbors to discuss and respond to one another's writing.

They are told that they may now elaborate on their own diary entries on the basis of the reaction of their peers.

Final Summary: (Discussion based on questions)

1. Based on the reading, what decisions did most soldiers make in response to Napoleon's appeal?

2. Write another entry into "Your Diary" (Sergeant Granier) twenty years later (1835), in which you recall your decision of 1815 and reflect on its wisdom.

Alternate Suggestions:

1. Class may put together a facsimile of an 1815 newspaper, to include editorials, letters to the editor, cartoons, news articles, advertisements, want-ads, and feature columns -- all of these reflecting the social and political climate of the times.

2. Class may stage "Sergeant Granier's Dilemma" as a video vignette, using narration or extension of the dialogue for clarification and characterization.

Sergeant Granier's Dilemma*

Sergeant Granier was sleeping soundly when he was suddenly awakened by the shouting of the Captain outside the barracks. "Awake! Awake!." the Captain shouted. "Napoleon has escaped and is marching towards Paris." The Sergeant could hardly believe what he heard. He knew that after his defeat in 1814, Napoleon was exiled to the Island of Elba, off the coast of Italy. But before Sergeant Granier could give it any further thought, the Captain burst into the barracks. "Sergeant, we have been ordered by the King to join with the entire regiment and march to Grenoble. There we will stop Napoleon and arrest him. He has 1,100 men with him, we will try to avoid a fight, but if we have to ..."

The Sergeant was already dressed before the Captain finished his orders. His men were up also and, before a few minutes had passed, they ate their rations and were marching on the road to Grenoble.

When they reached Grenoble, the familiar figure of Napoleon was waiting for them in a field. He stood there facing the troops who had come to arrest him. The Sergeant and the rest of the soldiers stood frozen before the stern figure who had led them to conquest and then defeat. After an embarrassing moment of silence, Napoleon spoke slowly. "If any one of you wishes to kill his Emperor, he can do so. I am ready for you to fire." The soldiers looked at each other. No one moved.

The Sergeant saw that Napoleon's gamble worked. He saw his Captain break down and weep. The soldiers now began to cheer Napoleon. "Long live our Emperor!" they shouted. Instead of arresting him, they fell in line and joined ranks with Napoleon's men. The Sergeant's own Captain urged him to lead his men to join Napoleon with these words: "Granier, join ranks with our leader, our general. He will lead us to glory and honor once again. We will revenge the deaths of our fallen brothers."

Sergeant Granier heard words like this once before. He had been one of the 600,000 soldiers who marched with Napoleon into Russia. He was lucky to be one of the 50,000 to get out alive. His brother, Pierre, had died on the long march home from Moscow. He'd never forget passing a frozen corpse, stopping after a few feet, and then realizing that it was his brother.

And now he had to decide whether or not to follow Napoleon once again.

---

*Unpublished fictionalized version of the meeting at Grenoble, by W. Dobkin

SOCIAL STUDIES: PROBLEMS OF ORGANIZING THE NORTHWEST TERRITORY

Preceding Assignment: Accomplishments Under the Articles of Confederation

Read pp. 126-131 in Todd and Curti, Rise of the American Nation.
Answer one of the following questions, in writing.

1. How did Congress succeed in enlarging the territorial boundaries of the new nation in the Treaty of Paris, 1783?
2. How did the acquisition of the Northwest Territory present Congress with a problem? How was the problem solved?

Aim: (1) Students will be able to discuss the gains made on behalf of democracy in the Northwest Territories by our first national government.

(2) Students will be able to write a letter in which they show their understanding of those gains. The topic of the letter will be: "Why I'm Moving to the Northwest Territory."

Motivation: Teacher will lead a discussion on parent-child relations, based on these questions:

1. Why do parents often say, "I didn't have it so good, but you should have it better!"
2. Why do parents say, "Don't do as I do, do as I say!"
3. How can a nation act like a parent in dealing with a territorial possession?
4. Using our wall map, will you (a student) point out the thirteen original states (the analagous parent) and the new territories (the analagous children)?

Development: Discussion questions

1. In setting aside one square mile in each township in the Northwest Ordinance for free public school education, how were the original states indicating that the people in the territories should have it better than those in the original states?
2. How did the original thirteen states show a willingness to share power?
3. What forms of democracy were guaranteed to the people in order for a territory to be admitted into the union as a state?
4. How did the nation say, "Don't do as I do; do as I say!" through the Northwest Ordinance?

SOCIAL STUDIES (Cont.)

Medial Summary: As the students respond to questions on the specific provisions of the Northwest Ordinance of 1787, develop and place on the board a list of the requirements for going from territory to statehood.

Under 5,000 free adult males - governor and three judges appointed
Over 5,000 " " " election of territorial legislature
60,000 " " " - apply for statehood, with following provisions:

- o Prohibition of slavery
- o Republican form of government
- o Encouragement of free public education

Final Summary: A Writing Exercise

1. Teacher states: Imagine this is 1787 and I am your father. I walk into your room to find you have disappeared, leaving a letter on your pillow which begins:

> September 22, 1787
>
> Dear Mom and Dad,
>
> I have left for the Northwest Territory to find my fame and fortune because .....

2. Complete the letter, including at least three reasons explaining your departure.
3. Exchange letters with your fellow students, and then discuss the reasons for leaving for Ohio or Indiana.

Follow-up Activity: Students, with the teacher, respond to each other's letters in terms of:

1. Does the letter show an understanding of the gains in democracy written into The Northwest Ordinance (Aim #2)?
2. Are justifications for leaving home expressed clearly?
3. Does the letter need any editing or proofreading?

September, 27, 1787

Dear Mom and Dad

I've decided to find my fame and fortune in the northwest territory. I'm sure you will understand because of all the times you told me that you want me to have a better life than what you had. I know that in the northwest territory my children will get good education and it is free. Maybe it is a better place than here. Maybe I'll find what I want and here I want to live there.

With love
Judy Bequno

September 27, 1781

Dear Mom + Dad,
I decided to find my fame and fortune in the Northwest territory. I'm sure you will understand because their is a better way of life there and I probably could live better

with Love
Darlene

Dear Darlene,
I still feel very sad. You didn't really tell me why.

Your
Dad

September 27, 1787

Dear Mom + Dad

I am running off to the north west territory with Amy Lou Clark. Out there the government is selling very fertile farmland for very low prices. Our children will have free public schools.

Farming will be my way to fortune, and we will pioneer the west. Write you soon,

With Love

Sal

SOCIAL STUDIES: THE PILGRIMS SOLVE PROBLEMS WITHIN A GROUP

Preceding Assignment: How Were the Seeds of Democracy Planted in the Thirteen Colonies?

Read pp. 4-5 in Starr, Todd and Curti, Living American Documents; pp.52-56 in Schwartz and O'Connor, Exploring our Nation's History.

Answer one of the following questions, in writing.

1. What agreement did the Pilgrims come to while aboard the Mayflower concerning how they would make decisions?
2. Why was Connecticut's Fundamental Orders of Council an important step in the development of our present form of government?

Aim: (1) Students will achieve group consensus for class rules and, in the process, understand the significance of the Mayflower Compact.

(2) Students will expand an outline and write a document of agreement.

Motivation: Teacher leads a class discussion, using the following questions:

1. If you had a choice, would you prefer to be told what to do in a class or on a job, or to decide for yourself what has to be done?
2. Why might you prefer setting your own standards?
3. How can we, as a class, set up our own standards for each student's grade at the end of the term?

Teacher directs students' attention to the chalkboard outline.

Room --- Compact

A. Under whose authority
B. Purpose of the document
C. Agreement on how decisions will be made
D. Standards for grading in class ---
E. Agreement on enforcement

Development: Teacher asks the following series of pivotal questions and records responses in the appropriate spaces in the outline.

1. Under whose authority does this class meet in this room?
2. Why does the class meet?
3. How can we proceed to develop our own compact on standards for grades?

Development: (Cont.)

4. What standards should we agree to follow?

5. Suppose one of us does not want to go along with the terms of the compact? How shall we deal with that problem?

Medial Summary: Suggested Completed Outline

Room --- Compact

A. Under whose authority?

The New York City Board of Education
The principal of our school (name)
The teacher of our class (name)

B. Why do we meet? (Purpose)

For all of us to learn and to be judged fairly on our achievements

C. How can we proceed to set standards for grades?

By group discussion and agreement

D. Standards for grading (percentages of total grade assigned to homework, quizzes, full-period tests, recitation, extra-credit assignments, special reports, etc.)

E. Agreement on enforcement

Every student agrees to accept the standards in the compact.

Every student will be graded according to the standards in the compact.

Transitional Questions: Direct students' attention to the chalkboard outline.

Suggested Outline: The Mayflower Compact

A. Authority

- King James
- The Grace of God

B. Purpose

- To plant a colony for the common good
- To advance the Christian faith

C. Method of making decisions

- Form a unified group
- Make laws together

Suggested Outline: (Cont.)

D. Enforcement

Each colonist will obey the laws for the general good.

Teacher asks this series of questions related to the outline above.

1. Why did the Pilgrims feel that they needed a legal document when they landed in the New World?
2. Under whose authority did they have the right to settle in the New World?
3. How did they decide to solve their problems?
4. How did they agree to carry out their decisions?

Final Summary: Writing Exercises

1. Using the outline for Room --- Compact, write your version of The Room --- Compact.

or

2. Using the outline for the Mayflower Compact, write your version of The Mayflower Compact.

Follow-up Activities:

1. A committee of students tallies the percentages stated in the individual drafts of the Room --- Compact, and writes a consensus version to be presented to the class.

or

2. A committee writes a consensus version of the Mayflower Compact, to be presented to the class.

SOCIAL STUDIES: THEOCRACY IN COLONIAL MASSACHUSETTS

Preceding Assignment:

Read pp. 48-49 in Schwartz and O'Connor, Exploring our Nation's History.
Answer these questions, writing a sentence for each response.

1. Why did the Puritans come to America?
2. How did they treat those who were not Puritans?
3. How did Roger Williams help to establish religious freedom in Rhode Island?

Aim: (1) Students will be able to identify the characteristics of a theocratic society.

(2) After developing data, students will be able to write an expository paragraph.

Motivation: Teacher will lead a class discussion, using these questions:

1. How many of you ever moved to a new neighborhood?
2. What were the reasons for your move?
3. How were you treated by your new neighbors?
4. How did you treat those who moved in after you?

Transitional Question: Why did the Puritans "move" to the New World?

Development:

1. Homework answers are written on the board at the beginning of the period and examined for correctness of information, clarity, and proper form.
2. Teacher helps students understand the restrictions in Massachusetts by leading a discussion based on these questions:
   a. How did the Puritans treat anyone who was not a member of their church?
   b. Why did Ann Hutchinson and Roger Williams leave Massachusetts?
   c. What happened to Quakers who tried to live in Massachusetts?
   d. Why were dissent and individual ideas about religion not tolerated?

Development: (Cont.)

3. Teacher states: "Let's study the kind of rule that can allow religious intolerance to develop."

   The teacher elicits from the class reasons which are written on the board.

   a. The leaders of the Puritan Church and the lawmakers of Massachusetts were the same.

   b. The ministers of the church made laws for the community.

   c. Those who were not Puritans had no part in making laws.

Medial and Final Summaries: A Writing Exercise

The Construction of a Paragraph

1. Teacher asks: What do these statements show about the power of religious leaders in colonial Massachusetts?

2. Teacher writes a student response on the board. (Possible student statement: "The Puritan Church was very powerful in colonial Massachusetts."

3. The teacher: Let us develop this idea, giving examples of the power of the church.

   One example is volunteered and written on the board, and students are asked to complete the paragraph with one or two more examples and a concluding sentence.

4. Using Greek derivations (theo = combining form for God + kratia = government), the teacher elicits a definition of theocracy from a student. (Example: Theocracy is a government ruled by religious authorities as God's representatives.)

5. Teacher instructs students to use the term "theocracy" in their concluding sentence. (Example: Therefore, it can be said that Massachusetts was a theocracy.)

Homework:

Teacher leads a current events lesson on the theocracy in Iran under Ayatollah Khomeini, and asks students to write a paragraph developing the following topic sentence:

"Iran, under Ayatollah Khomeini, is a theocracy."

SOCIAL STUDIES (ECONOMICS): HOW DOES INFLATION AFFECT PEOPLE?

Preceding Assignment: Effects of Inflation on the Economy
Read pp. 235-237, Antell, Economics. (Amsco)
Respond to these questions with a single-sentence answer.

1. How does inflation affect creditors and debtors differently?
2. How can a business person stay ahead of inflation?
3. Why are persons with fixed income particularly hurt by inflation?

Aim: Students will synthesize collected data on the effects of inflation (the problem), in order to be able to write a report on the best possible methods for coping with inflation (the solution).

Motivation: (Series of questions put to the students)

1. Why do many regard inflation as public enemy No.1?
2. Why can we refer to it as the inescapable mugger?
3. How have you been affected by the 13% annual inflation rate noted in the first three months of this year?

Instructional Materials:

Text: Economics, by Antell (Amsco)

Newspaper and magazine articles on inflation, and procedures for combating it on a policy and personal level. (Example: Farnsworth, "Lag in Productivity Called Major Peril to Living Standard," New York Times, August 13, 1979, p.1.

Parker, "Gnawing Inflation," Newsday, August 16, 1979, p.69.

_____, "More Punch in Productivity," Time, November 13, 1978, p.93.

Development:

1. Teacher asks: How does inflation seem to be affecting some of the people around you?
2. Teacher states: If we had a way of finding out how people in various categories are responding to inflation, we might be able to have a better understanding of problems created by inflation.

Development: (Cont.)

Therefore, everyone select one person in each of these categories. (Place categories on board.)

- self-employed professional
- self-employed business person
- civil service worker
- worker in the private sector
- unemployed worker
- retired person

3. Those who selected the same category will form a committee to design a questionnaire for interviewing a person in that category.

   The following special instructions should be observed.

   - Give preference to questions that begin with interrogative words-- such as "why" and "how."
   - Use questions such as "How are you coping with the high price of food?" (This is to obtain a sustained response.)
   - Use a scale (1-7) with questions such as "Do you think the government is doing enough to combat inflation?"
   - Offer choices with questions such as "Who is the most to blame for inflation?"

     a. unions
     b. government
     c. oil interests
     d. big business

4. Instruct students to keep a running transcript of the interview. (In this example, "q" = question, "a" = answer.)

   q. How are you coping with inflation?
   a. I'm not. It's wiping me out.
   q. Whom do you blame most -- the government, big business, labor unions, or oil interests?
   a. Government
   q. Why?
   etc.

Final Summary: (Discussion for further enrichment, based on these pivotal questions)

1. How are various people affected differently by inflation?
2. The inflation rate for necessities, housing, health, food and energy is over 17%. How does this affect the poor?
3. Why is it difficult for the president to obtain support for an anti-inflation program from <u>all</u> Americans?

Final Summary: (Cont.)

4. One economist suggests: "Don't just stand there; the government should undo something, which means deregulation." What effect did deregulation have on airfares?

5. On the other hand, other economists suggest stronger government regulations in the form of ceilings on prices and wages. How might this affect inflation? How would these regulations be enforced?

6. Other economists contend that all the government can do is "pray and inveigh." How can the president put pressure on industrial and labor leaders? How effective is "jawboning"?

Homework Assignment:

Write a paragraph in which you sum up the main points of your interview, under the title - "My Interview Subject's Reaction to Inflation."

You will then read your paragraph to your committee, which will draw up a report from the collated findings.

Writing Enrichment:

After they complete their first transcript, which was based on an actual interview, students should write a mock interview. In this piece of writing, an individual with a definite point of reference responds to the following:

- government-enforced ceilings on prices and wages
- increased productivity (efficiency in turning out goods or services, based on man hours)

VOCATIONAL EDUCATION: CUTTING A CAST IRON PIPE

Problem:

1. How does a plumber cut a cast iron pipe evenly?
2. How does a plumber measure cast iron pipe to fit a special location?

Presentation:

1. Chalkboard diagram - length of single-hub and double-hub cast iron pipe
2. Demonstrate how to measure cast iron pipe
   - pupil participation.
3. Demonstrate how to mark cast iron pipe with the use of a wrap-around.
   - pupil participation

Medial Summary: Students respond to the following questions:

1. How is cast iron pipe measured for a specific job?
2. How does a plumber mark a measurement on a length of cast iron pipe?
3. Why must a 2"x4" board be placed under the mark, before attempting to cut the cast iron pipe?
4. How is the cold chisel held while cutting cast iron pipe?
5. Why must goggles be worn while cast iron pipe is being cut?
6. When does a plumber use a double-hub length of cast iron pipe?
7. How does a plumber determine whether a single-hub or double-hub length of pipe is to be used?

Presentation: (Cont.)

Demonstrate how to cut cast iron pipe with a hammer and chisel.

- pupil participation
- Why must the pipe be hit evenly on its entire circumference?

Summary:

1. What is meant by the term "single-hub" cast iron pipe?
2. How does a plumber mark a pipe measurement on cast iron pipe?

Summary: (Cont.)

3. Elicit in detail the steps in cutting cast iron pipe with a hammer and chisel.
4. Why must a 2"x4" board be placed under the mark when cutting cast iron?

Chalkboard Notes:

1. Safely carry pipe to the proper work station.
2. Mark the pipe. (measurement)
3. Place the pipe on a 2"x4" board.
4. Mark the pipe around the entire circumference with chalk and a wrap-around.
5. Put on clean goggles.
6. Slowly turn the pipe and hit it at 12 o'clock.
7. Continue to turn and hit the pipe, until it becomes fractured.

Tools and Materials:

- two large ball peen hammers
- 1" cold chisel
- chalk
- goggles (wrap-around)
- 2" x 4" board
- ruler
- cast iron pipe

Writing Skills: (Homework, started in class)

Write to a supply company and order several lengths of 2", 3" and 4" single-hub and double-hub cast iron pipe and the necessary tools you will need in order to cut the pipe to size.

Provide the name of your firm, which will be billed by the supplier.

Role play the employer reading the letter and commenting.

RESPONDING TO STUDENT WRITING

It is necessary for student writers to understand that writing is a way of sharing ideas and feelings.

Respond as often as possible to what the writer is trying to communicate, with thoughtful, non-threatening, supportive comments. Criticism that is too harsh, too frequent, and too early will make students afraid to write again. Indeed, extravagant, unsupported praise can be harmful too.

Obviously not every aspect needs to be attended to in every paper. But in every paper the student should be aware that the teacher is interested in what he or she has to say, and is responding as in a two-way conversation.

If the student's ideas are meager or misguided, we know we have more work to do in our content area -- more explaining, more reading. more thinking, more talking.

But if the student's difficulty is in expressing his or her ideas on paper, the best remedy is to encourage frequent short reports that give practice.

Comments on Content

Positive comments can take the form of a restatement of what the student has said: "Yes, vaccines do produce antibodies."

Or you can express interest and encourage further communication by sharing your own point of view: "You are concerned about nuclear weapons. I, too, feel that they are a threat to our civilization."

Sometimes leading questions may clarify thinking, jog memory, or stimulate ideas: "What caused this?" "When did those conditions exist?"

If the writing is unclear, ask for clarification. "Which law are you talking about?" "Who is to blame?"

Approach both overblown generalities and inchoate garbles with: "What do you mean?" "Is this so?" "How does this follow?" "What is your proof?" "If ___ is true, how can ___ be so?"

Comments on Organization

If the paper lacks organization, number some of the sentences in the paper and write: "Which of these sentences go together?" "Which of these sentences should you write first?...last?"

If the paper lacks unity, you might write: "How is this sentence related to your topic?"

Limit your questions about content and organization to one or two areas.

Comments on Mechanics and Technical Errors

Finally, attend to the mechanics and technical errors. Correct gross errors, but not many. Too many corrections discourage students; too few communicate an unrealistic sense of perfection.

"Don't forget to put in your periods." "I don't know exactly what you mean when you don't show me where your sentence ends." "Please read your paper over before handing it in. You've made a number of careless errors in spelling."

Overall Guidelines for the Teacher

Aim at correcting one error at a time, for individual or class. If many of the students need help in one area, emphasize it before they write and comment on this one writing skill on the papers that follow.

Don't feel guilty about not indicating every error. There seems to be no correlation between increased ability to write and either intensive or strict marking and correction.

If a number of the students failed to write on the topic assigned, was it because the assignment itself was ambiguous? Were the students able to understand the question or the assignment?

If a student's writing was unorganized or inadequately developed, was it lack of knowledge or interest in the particular topic? Was there a plan before the writing, or did the writer simply put down the ideas as they came to mind? Did the writer know how to organize and develop the report or narrative or argument?

Did the writer reread and edit the paper? Do the errors in spelling, capitalization, etc. stem from carelessness or lack of knowledge?

Are opportunities for rereading and revising provided?

STUDENT WRITING PROFILE

NAME _____ SCHOOL _____ GRADE _____

Writing Samples

Dates _____

Understanding the Assignment:			
Knowing what the topic is			
Knowing something appropriate to say about the topic			
Knowing how to address the paper to the intended audience			
Organizing the Paper			
Demonstrating a general plan			
Dividing the paper into paragraphs where appropriate			
Making transitions between ideas (or parts)			
Making logical generalizations from examples given			
Giving appropriate examples, reasons, details - to support generalization			
Including only relevant details			
Following correct form, where form is a factor - business letters, etc.			
Choosing the Best Words			
Using an appropriate vocabulary			
Using correct forms of words			
Maintaining consistent levels of usage			
Using specific words			
Using words accurately			
Sentence Sense			
Writing complete correct sentences			
Using more than one type of structure			
Using punctuation to vary sentences			
Mechanical Skills			
Spelling correctly			
Using punctuation correctly			
Using capitalization correctly			
Writing legibly			
Proofreading Skills			

James American Studies 136

A problem in New York City is arsonist. Fires all over like in Bronx and Brooklyn, But now its starting in places like upper Manhanttan. Places where it really hit was the Bronx, the South part of the Bronx. Alot of the buildings in the South Bronx are [redacted] burned down, And Brooklyn, some parts are simpler to the south Bronx. And it is getting worst in [redacted] Manhattan, upper Manhattan like harlem, Washington Heights and little of marble Hill area. The city puts some building back up but its no good. because alot of people are still with out homes.

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RESPONSE TO THE STUDENT *

Yes, the problem of arson is a serious one.

Why do you think people set fires? What do you think should be done about it?

Do you mean (arson) or (the arsonist)?
Do you mean the person or the crime?

SUGGESTIONS FOR THE TEACHER

It would be desirable to ask the student to talk about the topic before revising. Perhaps the need to make sense will be more clearly understood.

It would help if this student tried many assignments of one or two sentences before attempting longer pieces.

There are other errors which should not be tackled at this point. Focusing on errors will not help a student with such severe language problems as are indicated in this writing sample. Reading, speaking and writing must be practiced daily.

*James - American Studies - P.80

5-17-78

topic term PROJECT
Visit YOUR LOCAL POLICE STATION

I When to the 32nd POLICE STATION thAt is on A 135— Between 8th And 7th AVE I Went in theRE And ~~ASKED~~ ~~ASK~~ the POLICE MAN I 90 to George WASHington High school And my TEACHER SAid WE 90t to do A term PROJECT ONE PROBLEM CAME in the STATION A lady WALK in crying SOME Body SNATch HER POCKET BOOK TWO POLICE OFFICE WALK OVER and SAid What the PROblem THE lAdy. ~~SHE WAS~~ SAid she WAS going in ~~A STORE~~ to A STORE When two BOYS WAS STANding Outside the STORE. ONE OF them STUCK THERE hands in her Coat POCKET And SNATch HER little PUSRE And RAN AND the two POLICE OFFICE Put the lAdY in the PATROl CAR And CIRCLED AROUND the BLOCK. THEY could not FInd the BOY But they Put out A desyition on the RADIO WELL they CAME BACK to the STAtion

And the lAdy WAS CRying. SHE SAid
She lost $40 And how SHE WAS going
to eAt OVER the weekend. ONE
WAY the PROBlem WAS SOVLED HER Friend
MR JACKSOn CAME in the StAtion and

And HE OFFER HEE $20. And told HER
to PAY HER BACK ANY time SHE
get it HE took HER out of the station
And ONE POLICE OFFICE SAid hold it
iF ANY thing turn up WE Will CAll you
the lAdy SAid thank you and WAlk
Out OF ~~STATION~~ the StAtion

From materials gathered by Composition Commission of the
New York State English Council

RESPONSE TO THE STUDENT *

That poor woman! The officers seemed to be concerned about the woman's situation, but it was lucky she had a friend who could lend her the money.

You mentioned three police officers. Were there any others at the 32nd Police Station? What were they doing? Was the woman the only one who came in while you were there? The station doesn't seem to be very busy.

Please read over your paper. You don't always put in your periods, and so I have trouble understanding exactly what you mean.

SUGGESTIONS FOR THE TEACHER

A more specific topic and/or guided questions might have led to a more focused picture of the activity at a police station.

If you are asking students to revise their papers, give guiding questions such as those above.

Talk to the student about the fact that he/she didn't use the past tense:

walk (ed)
snatch (ed)
circle (ed)
solve (ed)

Ask the student to proofread the paper before handing it in. As you undoubtedly noticed, "went" is correctly spelled on line 3, but incorrectly spelled on line 1.

You will note that capitalization seems to indicate a lack of knowledge of upper and lower case forms. You might refer the student to a chart.

* Visit Your Local Police Station - P. 82-83

VD Epidemic

When a foreign substance enters your body, your cell produce antibodies against the invader. Antibodies are special chemicals that fight foreign invaders.

A vaccine contains some amount of a foreign substance. However, the substance is not in the form that can make a person very sick.

But your body does react to the substance by producing antibodies. So, later, when you are exposed to the more harmful invader, your body is prepared. The bodies are ready to attack. Most doctors still believe we will not see the last of gonorrhea for a long, long time

From a sample student paper distributed by Ann Raimes, Hunter College, in a presentation to high school supervisors, October 1979.

RESPONSE TO THE STUDENT *

Yes, vaccines produce antibodies which fight invaders. How does this relate to gonorrhea? And why do doctors believe we will not see the last of it for a long time?

Perhaps you should have started with your last sentence, since the topic was the VD Epidemic. Do you know what an epidemic is?

SUGGESTIONS FOR THE TEACHER

Would a more specific topic and guiding questions have helped? Or did the student need more information before writing?

This pupil has made only one error in grammar (cell for cells). See if he or she can correct it before you point it out.

*VD Epidemic - P.85

Sample Preliminary Competency Test and Practice Writing Lessons

NEW YORK STATE PRELIMINARY COMPETENCY TEST IN

WRITING

TRAINING SAMPLES

TO THE STUDENT

This is a test to find out how well you write. The test has three parts: a letter, a report, and a composition.

For each part, you must do the following:

1. Write your answer first on scrap paper.
2. Read carefully what you have written.
3. Make any changes or corrections that will improve your answer.
4. Write your final answer on the paper given to you by the teacher.

TAKE ALL THE TIME YOU NEED TO ANSWER THE THREE PARTS. Work carefully. Double check everything you have written on your final copy. You must hand in the scrap paper for each answer along with the final answer paper.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

BUSINESS LETTER

Read the advertisement below.

Green jade or brown tigerseye stone suspended within gold-plated heart. Necklace complete with 18" 14K gold-plated chain. Free catalog with purchase. Money-back guarantee. Allow 2-3 weeks for delivery. $3.98 plus 50¢ postage & handling.

BOX O' ROX
P.O. Box 1261, Treehaven, N. H. 04567

Write a business letter ordering ONE of these necklaces for yourself or a friend.

When you write your business letter, be sure to

- Plan what you will write
- Give the company <u>all</u> the information it will need to fill your order
- Use an acceptable business letter form
- Write complete sentences
- Check your spelling, punctuation, capitalization, and usage

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REPORT

1. Read all of this question before you start to write.

2. You have been asked to look up some information on the Mayan Indians of Central America and write a brief report for your social studies class. You took the notes included in the box below.

NOTES
Ruins of large cities of stone still remain
Mainly in southern Mexico and Guatemala
Studied moon, planets, stars
Played a kind of ball game on stone courts
Corn, other crops raised for food
Kingdoms about 300 A.D. to 1300 A.D.
Had picture writing
Way of life gone before Columbus came to America

3. Arrange and develop these notes into a report.

4. In your report be sure to:

   - Include all the information that is in the notes
   - Arrange the information according to a plan
   - Write complete sentences
   - Follow the rules for sentence structure, spelling, punctuation, capitalization, and usage

COMPOSITION

1. The principal of your school is deciding whether or not to have a fast-food lunch program (similar to McDonald's) started in your school. The principal wants the opinion of each student. Decide whether you prefer the fast-food program or whether you prefer the lunch program you have in your school now. Write a composition of at least 150 words explaining your choice to the principal. Keep in mind that the purpose of your composition is to persuade the principal to choose the lunch program you prefer. Give at least two reasons for your choice. Explain each reason.

2. Since the purpose of your composition is to persuade the principal to agree with you, be sure to:

   - State your opinion clearly
   - Explain your reasons carefully
   - Follow the rules for paragraphing, sentence structure, spelling, punctuation, capitalization, and usage

REGENTS COMPETENCY TESTING PROGRAM IN WRITING *

The Regents Competency Test in Writing, scheduled for a January 1980 administration, has been designed as a direct measure of a student's ability to organize and present ideas in written form.

It will consist of three different types of writing tasks:

- a business letter
- a report
- a piece of persuasive discourse (composition)

For each task, there will be specific questions on the test, each one based upon a topic selected from the list of 25 established for that particular task.

The list of topics for each of the three writing tasks, the business letter, the report, and the piece of persuasive discourse, will also help teachers to develop instructional materials for their writing programs.

It is to be noted that two features distinguish the Regents Competency Test in Writing: the topics for the three tasks establish a specific audience and purpose for the writer; students are required to plan, edit and revise first drafts before producing their final responses.

Although the three writing tasks on the Regents Competency Test do require different types of writing, they do not represent all the main discourse types with which students should be familiar. It is to be hoped that teachers will also provide students with experience in writing other major discourse types, such as first person narrative and fiction.

For the specific purpose of assisting in the development of instructional materials, however, the following lists of topics, representing a wide spectrum of interests for eleventh and twelfth grade students, were developed by English teachers from all areas of New York State.

*Adapted from memorandum addressed to Superintendents, Principals and English Department Chairpersons in October 1979, by The New York State Education Department

BUSINESS LETTER TOPICS *

Given a problem, the student writes a business letter of complaint stating the problem and explaining how he/she wishes the problem to be corrected.

Corrective action is requested because of:

1. false advertising of an item that is on sale
2. rudeness of a salesclerk or security guard
3. refusal of a store to refund money for a defective product
4. incorrect printing of lettering ordered for an item
5. defective processing of film
6. receipt of a series of requests for payment of a bill already paid
7. substitution of a less expensive model for an item actually ordered
8. unsatisfactory emergency care at a local hospital
9. unsatisfactory repair of an item mailed to a company for repair
10. unsatisfactory action concerning a public smoking area
11. delivery of damaged merchandise sent through the mail
12. delivery of the wrong item from a company
13. failure to remedy unsafe conditions on neighborhood streets
14. failure of a store to have advertised merchandise available
15. failure to receive a product ordered by mail
16. failure to receive a free product after sending in a coupon
17. failure to receive copies of a magazine after a new subscription has been paid for
18. failure to receive the free item offered for enrolling in a club
19. failure to receive a document requested from a government office
20. failure to receive a company's cash refund after sending in proof of purchase
21. failure to receive a refund for a product which was returned by mail
22. failure to provide facilities for recreational activities for young people in the neighborhood
23. failure to receive all parts of an item which must be assembled
24. failure to receive a satisfactory substitute for a cancelled performance
25. failure to be notified of cancellation of services

*New York State compilation of business letter topics.

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REPORT TOPICS*

Given a set of notes, the student reorganizes the notes and writes a unified report for a specific audience.

The subject for the report will be:

1. a meeting on energy resources
2. a meeting of a student organization
3. an interview with a skilled worker
4. an interview with a foreign exchange student
5. an interview with a performer
6. an interview with a director of a program
7. an interview with a student volunteer
8. biographical information about a famous person
9. a sports event
10. a school event
11. a community event
12. a performance
13. an accident
14. a visit to a government agency or building
15. a visit to a health facility
16. a visit to a local industry
17. a visit to a tourist attraction
18. a visit to a city
19. a visit to a television studio
20. research about a trip
21. research about a consumer purchase
22. a lecture about health-related topics
23. a speech by a public figure
24. a speech by an expert in his/her field
25. a talk by a member of the school faculty

*New York State compilation of report topics

COMPOSITION TOPICS *

Given an issue, the student writes a 200 word composition to persuade a specific audience by stating his/her position and explaining two reasons for that position.

The audience and the issue will be:

1. a parent concerning the need for purchasing an item
2. a parent concerning the need for lessons
3. a parent concerning the need for a particular privilege
4. a parent concerning a change in curfew regulations
5. a parent concerning the student's request to travel to a particular place
6. a parent concerning the student's plans after graduation
7. the school principal concerning ways to conserve energy at the school
8. the school principal concerning a needed change in school rules
9. the school principal asking for a change in the school calendar
10. the school principal recommending that a subject be added to the curriculum
11. the school principal requesting an improvement in the athletic or activity program
12. the school principal concerning a proposed school activity
13. the school principal requesting the institution of a "Student Administration Day"
14. the school board concerning requirements for graduation
15. readers of the school newspaper concerning the use of money from the class treasury for a specific purpose
16. readers of the school newspaper about closing the school cafeteria
17. readers of the school newspaper about a problem of school discipline
18. readers of the local newspaper about closing a local school or consolidating two school districts
19. a prospective employer to convince the employer to hire the student for a job
20. a local public official concerning a proposed neighborhood improvement
21. a local public official requesting more activities for teenagers

*New York State compilation of composition topics

22. a local public official concerning the need for summer jobs

23. a local TV station concerning a change in programming

24. a member of the Legislature recommending specific legislation affecting young people

25. a manufacturer suggesting improvements in its product

SAMPLE RCT QUESTION FOR PERSUASIVE WRITING*

1. Your local government officials are considering a proposal to provide funds for a young people's recreation center. You want them to provide these funds. Write a composition of 200 words explaining why you feel a young people's center is a good idea.

   Keep in mind that the purpose of your composition is to persuade your local government officials to provide the funds for the center. Give at least two reasons for your opinion. Explain each reason.

2. Since the purpose of your composition is to persuade the local government officials to agree with you, be sure to:

   - State your opinion clearly
   - Explain your reasons carefully
   - Follow the rules for paragraphing, sentence structure, spelling, punctuation, capitalization, and usage

*From the Packet for the Training of Raters for the New York State Regents Competency Test in Writing

TECHNIQUES FOR TEACHING STRUCTURED PARAGRAPH

Social Studies

Assignment No. 1

Rearrange the sentences below so that they will form a well-structured paragraph. Be sure that you begin with the opening sentence and end with the closing sentence. After you have determined a correct order, write the sentences into a paragraph form.

a. Thus these classes - the nobility, peasants, and clergy - were different from one another in many ways.

b. Those who belonged to the clergy were made up of people who came from both the peasant and noble classes.

c. There were three classes during the Middle Ages.

d. Most people belonged to the peasant class and did heavy, difficult work.

e. The most privileged class was the nobility, who lived in strongly fortified castles and led comfortable lives compared with the rest of the people.

Assignment No. 2

Below are an opening and a closing sentence. Copy these, and add three sentences of your own, giving details to develop the paragraph. Be sure the given closing sentence is a logical conclusion to what you have written.

Opening Sentence:

As an historian writing on the resignation of Nixon, I could turn to several sources.

Closing Sentence:

The most valuable of these would be the primary sources.

Assignment No. 3

The paragraph below is in need of an opening (introductory) sentence and a closing (summary) sentence. Read the part given very carefully and supply an opening and closing sentence.

Séveral basic principles of our legal system, such as the idea that a man is to be held innocent till proven guilty, are based on the Roman concept of law. Our modern romance languages -- French, Italian, Spanish, and Portuguese -- are derived from Latin. The Romans also left a lasting imprint on architecture.

Science

Assignment No. 1

Write one well-developed paragraph in answer to both the questions,

"What are the three layers of the atmosphere?"

"What is one characteristic of each layer?"

Be sure that your paragraph has an opening sentence (generalization) and a closing (summary) statement.

Assignment No. 2

The answers to the following questions will form a paragraph. Answer each of these questions in a complete sentence, and write the sentences in paragraph form:

a. Define matter.

b. Name and define three forms of matter.

c. Why does each form of matter fit the definition of matter?

EXPLAINING HOW TO DO SOMETHING: HOW THE PROCESS WORKS

An explanation must supply sufficient information to provide the basis for a conclusion:

> Which came first, the chicken or the egg?
>
> Since the egg turns into the chicken, there is good reason to believe that the egg came first.
>
> On the other hand, if the chicken had not come first there could be no egg. There would also be nothing to develop into the next chicken to lay the next egg...
>
> There is no answer to this question. The information given is not sufficient to reach a conclusion.

An explanation must respond directly to what the questioner wants explained:

> How do I get to Carnegie Hall?
>
> Take the train to 57th Street.
>
> Practice hours every day.
>
> Which is the right answer? That depends on what the question is really asking. If the request is for travel directions, the first answer is the better one. If the request is for the best way for a musician to get to play in Carnegie Hall, the second answer is going to be better.

An explanation must be complete and sequential, in order to be clear:

What does an explanation need in order to be clear?

Take a common activity, one that everyone knows how to perform, and see what's necessary to explain it; making a cup of tea, and using a teabag to make the task easier.

Apart from the teabag, what else do you need?

- a kettle
- some water in the kettle
- a lit burner on the stove
- a teacup
- a teabag
- milk (optional)
- sugar (optional)
- lemon (optional)

So much for the materials needed. Now what do you do?

- light the burner
- put water in the kettle
- put the teabag in the cup

- put in sugar and milk or lemon, if desired
- pour water into the cup
- boil water
- let it stand for at least three minutes
- remove the teabag
- stir
- drink

So much for the activities. Is this complete? Not if we pour cold water over the teabag and then boil some water afterwards. You haven't given the information in order; the sequence isn't clear.

Let's try again.

- fill the kettle
- put it on the burner and light the burner
- while the water is being heated, get a cup, a teabag, some milk, some sugar, and a spoon (lemon if desired)
- put the teabag into the cup
- when the water boils (You will hear it bubbling; or, if the kettle is a more modern kind, it will whistle.), pour enough into the cup to come within about one-half inch of the top
- let the teabag stand in the boiling water for at least three minutes, but not for more than five minutes -- the water will get cold
- if you like, put in a teaspoonful of sugar and enough milk to lighten the contents of the cup (or lemon if preferred)
- stir the mixture
- sip it carefully, to be sure it isn't too hot
- when it's cool enough, drink it

The Process of Explaining

Step 1. What are you explaining?

Step 2. What materials do you need?

Step 3. What do you do with them? (What are the activities to be carried out?)

Step 4. When do you do these activities? (What is the sequence?)

Step 5. What should happen when you do these things? What can be observed?

Step 6. How do you know when you're finished?

Steo 7. What do you do with the results?

If you follow these steps you can tell anyone how to do almost anything you know how to do.

Here are other tests of the ability to explain how to do things.

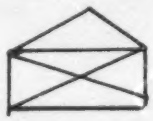
1. Tie a string or a shoelace in a bow. Watch as you do it. Then write down a step-by-step description of the things you did.

   Now the teacher will collect a few descriptions and ask a volunteer to come to the front of the room, take a shoelace, and follow a set of directions exactly. The person giving directions can't say anything except what's on the paper; the directions have to be clear and complete.

2. A little experimentation will show you that it is possible to draw the figure illustrated without ever going over a line or lifting the point of your pencil from the paper. Try it a couple of times and you'll get it easily.

   Then try to write directions that someone who has never seen the figure can follow. Again, the teacher will send someone to the board to follow the directions which have been written.

   Here's the figure:



CORRECT BUSINESS LETTER FORM

Aim: To learn the importance of correct form

The parts of the business letter have been standardized. There is a reason for following standard form to facilitate appropriate action. Discuss why this is so.

Attached is a model business letter, written in response to the advertisement on p.88. Copy the letter on the board, or circulate copies.

Elicit from the class and label the parts of the letter: return address, dateline, inside address, salutation, body, complimentary closing, signature. Students, using common sense, can deduce the reason for each part.

Ask such questions as:

(1) Why include your return address in the upper right? What purpose does this serve?

_____

_____

(2) How is the date (on your carbon copy) meaningful to you? How is it meaningful to the recipient of the letter?

_____

_____

(3) Why include the inside address?

_____

_____

(4) A general salutation (e.g., "Dear Sir" or "Dear Madam") is primarily a courteous gesture. How does the purpose change when the salutation becomes specific (e.g., "Dear Mr. Brown" or "Dear Ms. Jones")?

_____

_____

(5) The complimentary closing, like the salutation, is a matter of courtesy; but that doesn't imply that it isn't important. Why is courtesy in a business letter important?

_____

_____

(6) The signature in an actual letter is usually composed of two parts: (a) the typed or printed name, and (b) the signature (handwritten). What is the purpose of the typed or printed name?

_____

_____

(7) What is the purpose of the signature?

_____

Elicit from the class other appropriate salutations, and the occasions when each is appropriate.

Dear Mr. Brown:	Dear Sir:
Dear Ms. Jones:	Dear Madam:
Dear Miss Jones:	Dear Fellow Citizen:
Dear Mrs. Jones:	Dear Senior:

The "Dear Mr. Brown" form is safely correct for most males; the situation regarding females is more complicated. If a woman has signed a letter as "Miss" or "Mrs." you will, of course, follow her preference. If she has not indicated a preference, use "Miss" or the new form "Ms." which is correct regardless of marital status.

If you do not know the name of the person to whom you are writing, be as specific as possible. For example, "Dear Senior" is better than "Dear Student" if you are writing a form letter to all members of the senior class.

With these few rules in mind, indicate the salutation you would use in each of the following situations:

(1) In a letter to Jim Smith, General Manager of Automobiles, Inc.

_____

(2) In a letter to all voters in your school district

_____

(3) In a letter to Gloria Steinem, an editor of Ms. Magazine

_____

(4) In a letter to TV Guide Magazine Subscription Dept.

_____

Complimentary closings are designed to end a letter gracefully, with courtesy. Below are the four most common. Discuss when to use each form.

Sincerely yours,
Yours truly,
Cordially yours,
Very truly yours,

Discuss the appropriate tone and suitable language for business letters.

* Adapted from Joan D. Berbrich, Writing Practically, (New York: Amsco Publications, Inc., 1976)

Adapted from the N. Y. State Training Packet for the
Preliminary Competency Test in Writing

476 North Allen Street
Syracuse, New York 13205
January 24, 1979

return address

date

inside address

Mr. John Rox
P.O. Box 1261
Dreehaven, N.H. 04567

salutation

Dear Mr. Rox:

body

Please send me one brown tigereye stone necklace complete with 18 K gold-plated chain as shown in your recent advertisement.

I have enclosed a money order for $4.48 to cover the cost of the necklace, plus postage and handling. Please send the necklace to the above address.

Sincerely, complimentary closing

Joe Mirsch signature

WRITING A REPORT

A report can be written on any subject. In a science class, for example, you may have to make a report on a particular form of animal or plant life. In a social studies class you may be asked to explain the causes of a war, or the effect of that war, or to tell about another country.

In any class, the purpose of a report is always the same: to give information. You are not asked to present your personal feelings or opinions. You are expected to give only the facts, in an organized, understandable way.

Read the following sample report.

The Mayan Indians

The Mayan Indians built a great empire that lasted 1000 years. This is a report about the Mayan Indians.

They lived in Central America. They built whole cities out of stone. These cities were mainly in southern Mexico and Guatemala.

The Mayan Indians were very intelligent people. They studied the moon, the planets, and the stars. They raised corn and other crops for food. They knew how to read and write, using pictures instead of words.

The world still admires the Mayan civilization, even though it is gone.

To organize your report, you usually make notes of all the information you want to include before you write the report itself. Then you organize the report by grouping the notes that go together.

Following are all the notes that were used for the report on the Mayan Indian.

Notes on the Mayan Indians

1. Lived in Central America
2. Raised corn and other crops for food
3. Studied moon, planets, stars
4. Cities mainly in southern Mexico and Guatemala
5. Very intelligent people
6. World still admires their civilization, even though gone.
7. Knew how to read and write, using pictures instead of words
8. Built great empire that lasted 1000 years
9. Built whole cities out of stone

Notice that since these are only notes, they are not written as complete sentences. However, when you write your report you must always write it in careful, correct and complete sentences.

Grouping the Notes

Study the notes and see how they were grouped together to build the report on the Mayan Indians.

Where the Mayan Indians Lived

Notes 1, 4, and 9 all deal with where the Mayan Indians lived.

What the Mayan Indians Were Like

Notes 2, 3, 5, and 7 all deal with what the Mayan Indians were like.

That leaves note #8 to be used as the introduction (because it tells what the report is all about).

Note #6 is left to be used as the conclusion (because it sums up, or brings to a close, the main points of the report).

PUTTING YOUR REPORT TOGETHER

Writing the Introductory Paragraph

The first paragraph of the report is the introductory paragraph. The format for an introductory paragraph for this kind of report is always the same. It consists of at least 2 sentences:

1. A sentence based on the note that most clearly states what the report is all about
2. Another sentence that says:

This is a report about _____.
subject of the report

Writing the Body Paragraph

Each body paragraph deals with a different grouping of your notes.

The topic sentence is the first sentence of a body paragraph. It tells which grouping of notes that particular paragraph is about.

You can usually take the topic sentence for your body paragraphs from your grouped notes. Just check each of your groupings to see which one note tells most exactly what all the other notes in that grouping are about.

Writing the Concluding Paragraph

The last paragraph of the report is the concluding paragraph. It can be as brief as one sentence (although two sentences are better). You take your concluding sentence from the note that sums up or brings to a close the main points of your report.

Review

Read the report on the Mayan Indians again, repeated on this page. You will see that:

1. each grouping of notes becomes a separate paragraph.
2. the notes in each grouping are turned into complete sentences.
3. the report contains an introductory paragraph that follows the correct form for this type of report.
4. each body paragraph begins with a topic sentence. (The topic sentence in each body paragraph has been underlined.)
5. the report has a concluding paragraph.

	REPORT ON THE MAYAN INDIANS	NOTES
Introduction	The Mayan Indians built a great empire that lasted 1000 years. This is a report about the Mayan Indians.	8. Built great empire that lasted 1000 years
Body Paragraph	They lived in Central America. They built whole cities out of stone. These cities were mainly in southern Mexico and Guatemala.	**1. Lived in Central America 4. Cities mainly in southern Mexico and Guatemala 9. Built whole cities out of stone
Body Paragraph	The Mayan Indians were very intelligent people. They studied the moon, the planets, and the stars. They raised corn and other crops for food. They knew how to read and write, using pictures instead of words.	2. Raised corn and other crops for food 3. Studied moon, planets, stars **5. Very intelligent people 7. Knew how to read and write, using pictures instead of words
Conclusion	The world still admires the Mayan civilization even though it is gone.	6. World still admires their civilization even though gone.

** The starred notes in each grouping state most clearly what all of the notes in that grouping are about. That is why they become the topic sentence in the final report.

Practice in Grouping Notes

The following activities will help you to group notes that deal with the same thing. In each case you are given the description of the grouping (the heading) and a list of words. You will select the words that belong under the given heading. The first one is done for you.

Sample

Vegetables - peach, potato, spoon, carrot, light bulb, syrup, peas, corn

potato
carrot
peas
corn

Grouping Practice

1. Fruits - admiral, banana, grapes, barrel, robe, strawberry, tent, apple, robin, cherry, rose, pear
2. Government officials - mayor, printer, senator, cook, assemblyman, governor, president, steak, attorney-general
3. Snow vehicles - dune buggy, sailboat, sled, sleigh, snowmobile, skis, skates, ice, snowstorm
4. Types of storms - drizzle, typhoon, hurricane, sleet, icicles, tornado, thunder, blizzard, breeze
5. Sounds - sweet, squeak, hot, roar, groan, click, sunset, howl, murmur, sour, toot, spicy, crackle
6. Parts of a plane - wings, fuselage, parachute, luggage, travelers, wheels, cargo, stewardess, engine, pilot
7. Emotion - pride, curiosity, question, love, anger, hesitation, jealousy, fear, courage, will power, idea
8. Ways of communicating - talking, smiling, thinking, writing, shouting, dancing, learning, crying, reading
9. Media of communication - Morse Code, television, camera, microphone, loudspeaker, radio receiver, 3-way lamp, x-ray machine, copying machine
10. Types of movies - box office, musical, western, cinema-scope, horror, science fiction, balcony, mystery, war

More Practice in Grouping

From each of the following lists, group together notes that are similar. Then write down the word or phrase that describes or classifies each group. There are three groupings within each list. The first list is grouped for you.

Sample: car, wedding, illness, plane, train, loneliness, birthday party, fear of muggings, bicycle, motorcycle, anniversary, bus

Forms of Transportation	Happy Occasions	Problems of Old Age
car	wedding	illness
plane	birthday party	loneliness
train	anniversary	fear of muggings
bicycle		
motorcycle		
bus		

Activity 1.

pajamas, scarf, yell, pants, pail, gloves, bottle, throw a punch, jar, slam doors

Activity 2.

swimmer, ball, runner, get more hits, bat, quarterback, racquet, have better fielding, infielder, high-jumper, score more runs

Activity 3.

nagging to clean my room, long hours, low pay, treating me like a baby, broom, boring routine, brush, telling me who my friends should be, mean boss, cleanser, dustrag, too strict, short lunch hour

Activity 4.

can't get a job, need protection in rough neighborhood, want pals to hang out with, arrow, rifle, disappoint parents, regret it later, want to share a gang's rep

Activity 5.

traveling to all the places you always wanted to see, unemployment, inflation, to enjoy the sun, to go swimming, dishonest politicians, being able to buy parents a new house, getting yourself a flashy new car, to play in the sand, crime, to collect sea shells, buying expensive clothing without having to worry about the price

APPLYING GROUPING CONCEPT TO PREPARATION OF REPORTS

Use the skills you have learned in the previous activities to organize your notes for the report described on the following page.

Directions: You have been assigned to write a report on the United States Coast Guard. When you looked up the topic in the encyclopedia, you took the notes listed on the following page.

NOTES

1. Checks out ships carrying cargo to make sure they are safe
2. Rescues people from shipwrecks and air crashes at sea
3. Protects people, planes, and ships everywhere in U.S. waters
4. Thousands of people grateful to U.S. Coast Guard each year
5. Special ice patrol to warn ships about icebergs in oceans
6. Operates lighthouses, lightships, and foghorns to help people steer ships safely in darkness
7. Main duty is to prevent accidents on water
8. Keeps on searching until missing plane or ship finally located
9. Constant weather patrol to broadcast frequent weather reports to all ships and planes
10. Helps ship and plane crews to avoid bad storms
11. Gets called when planes or ships are missing or overdue

Your first step in writing the report is always to group your notes. Then, you study the notes again.

Ask yourself which notes can be grouped together under the headings on the next page.

Which note in each grouping states most clearly what all the notes in that grouping are about? (That is the note that will turn into a topic sentence.)

Which note introduces the whole subject of the Coast Guard? (This is the note that will turn into the introductory paragraph.)

Which note sums up all the other information? (This is the one that will turn into a conclusion.)

Heading for the Notes on U.S. Coast Guard Report

Prevents Accidents	Rescues People
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	
5. _____	
6. _____	

Introduction: (The note that makes a statement broad enough to introduce the whole subject of the U.S. Coast Guard)

_____

Conclusion: (The note that sums up all the things you've said about the U.S. Coast Guard)

_____

If you wrote your final report based on the groupings you just completed, your report might look like this: (for each paragraph, notes are presented in number order)

REPORT ON THE U.S. COAST GUARD

The U.S. Coast Guard protects people, planes, and ships everywhere in U.S. waters. This is a report on how the Coast Guard does it.

The main duty of the Coast Guard is to prevent accidents on the water. It checks out ships carrying cargo to make sure they are safe. It operates lighthouses, lightships and foghorns to help people steer their ships safely in darkness. There is a special Coast Guard ice patrol to warn ships about icebergs in the oceans. A weather patrol also broadcasts frequent weather reports to all ships and planes. This helps ship and plane crews to avoid bad storms.

The Coast Guard also rescues people from shipwrecks and air crashes at sea. It is called when planes or ships are missing or overdue. The Coast Guard keeps on searching until the missing plane or ship is finally located.

Thousands of people are grateful to the U.S. Coast Guard each year.

NOTES

3. Protects people, planes, and ships everywhere in U.S. waters

1. Checks out ships carrying cargo to make sure they are safe
5. Special ice patrol to warn ships about icebergs in oceans
6. Operates lighthouses, lightships, and foghorns to help people steer ships safely in darkness
**7. Main duty is to prevent accidents on the water
9. Constant weather patrol to broadcast frequent weather reports to all ships and planes
10. Helps ship and plane crews to avoid bad storms

**2. Rescues people from shipwrecks and air crashes at sea
8. Keeps on searching until missing plane or ship finally located
11. Gets called when planes or ships are missing or overdue

** The starred notes in each grouping state most clearly what all of the notes in that grouping are about. That is why they become the topic sentence in the final report.

Review of Coast Guard Report

Check yourself on these questions:

1. In the introductory paragraph, why was note #3 chosen for the opening sentence?
2. What statement follows that opening sentence -- as it should in all reports?
3. In the first body paragraph, why was note #7 chosen as the topic sentence?
4. In the second body paragraph, why was note #2 chosen as the topic sentence?
5. In the concluding paragraph, why was note #4 used?

Assignment 1

Follow the directions given below for writing a report. The introductory paragraph has been done for you, to show you again that the introductory paragraph for this kind of report always follows the same form.

Directions: Your science teacher has asked you to write a report about what hurricanes are like. Below are the notes you have taken.

NOTES

1. Always give advance warnings
2. Heavy trees uprooted and ripped apart
3. Sounds and sights terrifying
4. Tide unusually high and huge waves appear before storm breaks
5. Does terrible damage when it hits
6. Sky grows dark as night
7. Roofs tossed about and splintered
8. Odd, yellowish haze appears in sky
9. Whole buildings destroyed
10. Air becomes damp and still
11. Homes flooded and roads washed out
12. Leaves unforgettable memories behind

Organize these notes into a written report. In your report be sure to:

1. Include all the information that is in the notes.
2. Write complete sentences.
3. Check your paragraphing, spelling, punctuation, capitalization and usage.

Use the introduction given below as the introduction to your report on hurricanes.

WHAT HURRICANES ARE LIKE

The sounds and sights of a hurricane are terrifying. This is a report about what hurricanes are like.

Assignment 2

Directions: Your social studies teacher has asked you to take notes while you were watching a film about discoveries made by ancient civilizations. The notes you took are in the box below.

NOTES

1. Our system of arithmetic from Babylonians, 4,000 years ago
2. Calendar improved by Romans and Italians
3. Idea about 24-hour day from Sumerians
4. Decimal system from India
5. Discoveries about time
6. Dividing circle into 360 degrees from Babylonians
7. Also, dividing hour into 60 minutes, minutes into 60 seconds
8. Our number system from ancient Arabs
9. Different discoveries in arithmetic
10. Our civilization built on discoveries of ancient civilizations
11. 365-day calendar from ancient Egyptians, 3,000 years ago
12. No one civilization responsible for all mankind's discoveries and achievements
13. Earth's circumference figured out by Greeks, 2,000 years ago

Organize these notes into a written report. In your report, be sure to:

1. Include all the information that is in the notes.
2. Write complete sentences.
3. Check your paragraphing, spelling, punctuation, capitalization, and usage.

Assignment 3

Directions: Your physical education teacher has asked you to make a report about breaking athletic records, since the next Olympics will be held in 1980. You checked various record books and magazine articles. Some of the notes you took follow.

NOTES

1. Videotape machines used by coach and athletes to check on performance
2. Better sports equipment given credit for new athletic records
3. Many reasons given for breaking of athletic records
4. Years from now, athletes to be handicapped, like racehorses, to even everyone's chances
5. Better nutrition for athletes: stronger muscles and more energy

6. Artificial tracks better than old cinder tracks for runners
7. Coaching more scientific
8. Between 1962 and 1972, more than 200 world records broken in track and field sporting events
9. Can still sit back and enjoy seeing old records broken
10. Number of athletic records broken won't be as impressive in the future
11. Runners, jumpers, and other athletes may be judged on form, not just performance, from now on.

Organize these notes into a written report. In your report, be sure to:

1. Include all the information that is in the notes.
2. Write complete sentences.
3. Check your paragraphing, spelling, punctuation, capitalization, and usage.

Assignment 4

Directions: Your English teacher has asked your class to make reports on a subject related to stories read in class. In line with a story you read about a person's struggle for survival in the cold, you have read an article about schools for survival. The notes you took are in the box below.

NOTES

1. Special schools today for survival in cold
2. Build shelters that protect from cold
3. Trap animals and find othe food
4. After course, pilots confident of surviving in frozen wilderness
5. Build igloos
6. Special skills needed to survive freezing cold
7. Use parachutes to set up tents
8. Reasons for having survival schools
9. Possible crashes in Arctic
10. Practical training on an ice pack
11. Get survival kit with food, compass, hunting knife, hatchet, and extra socks

Organize these notes into a written report. In your report, be sure to:

1. Include all the information that is in the notes.
2. Write complete sentences.
3. Check your paragraphing, spelling, punctuation, capitalization and usage.

Assignment 5

Directions: Your history teacher has asked everyone in the class to write a report about one kind of natural catastrophe that has affected the lives of many people in different parts of the world. You have chosen to write on the research you have done on volcanoes. The notes you took are in the box below.

NOTES

1. People always afraid of volcanoes
2. Huge volcano eruption in Krakatoa, 14 weeks, in 1883
3. Superstition: Vulcan, God of Fire for ancient Romans, inside volcanoes
4. Main crater: exploded at end of the 14 weeks
5. Feared the fires at mouth of volcano marked entrance to hell
6. Today, most volcanoes inactive
7. In Martinique-1902, everyone killed except one prison convict
8. In 79 A.D., Mount Vesuvius: 20,000 killed in Pompeii
9. Believed Vulcan's work made the volcano's fires
10. Ancient superstitions about volcanoes
11. After explosion, huge hole 900 feet deep

LESSONS IN PERSUASION

Aim: How can we make an effective argument?

Outcomes: Students should recognize the importance of the following in making an effective argument:

1. thinking (as opposed to reacting in an unthinking way)
2. analyzing the problem carefully
3. determining the point of view
4. making a clear statement of the point of view
5. stating reasons to support the point of view

Lesson 1

Motivation:

Your school is considering changing the homework rule regarding the assignment of homework on weekends.

Tell the students that they must try to come to a consensus on this issue, so that you can relay their feelings to the principal.

Development:

Form groups and select group leaders to discuss the issue, agree on a position, and develop supporting reasons.

The group leaders present their group's position to the class for general discussion. Informal outlines of the positions of the groups and of their arguments are put on the board.

The class then prepares a cooperative composition which is written on the board, revised, edited and proofread as needed.

Students may copy the composition into their notebooks to serve as a model for reference.

Lesson 2

Aim: To continue to work on writing effective arguments

Procedure:

1. Place the following question on the board.

   "The principal of your school has asked you to suggest one way in which the relationships between young people and old people in your community can be improved."

2. Allow students approximately thirty seconds to begin reading. Stop them and ask what they are doing and why.

   Elicit: "I began reading so that I would know what to do."

Procedure: (Cont.)

3. Have students finish reading.
4. "Now that we have read the entire question, what should we do?"

   Elicit: "Understand exactly what the question is asking"

5. Read question aloud while class underlines key words and phrases. List key words on the board.
6. What, exactly, is the problem to be discussed? Why do the relationships between young and old need to be improved?
7. How do you suggest the relationships between young people and old people could be improved?

   Possible suggestions:
   - Older people should work as volunteers in schools
   - Young people should volunteer to do shopping and minor chores for older people in building and/or neighborhood.
   - Families should stay together, rather than send older people to nursing homes.

8. Choose one suggestion from student responses and write it on the board.
9. How will this suggestion help to improve the relationships between young and older people? List all student answers on the board.
10. Looking at the reasons listed; why do you now feel that you have made a suggestion that the principal will consider?

    Elicit: "We have several good reasons to support our point of view."

11. What steps have we taken to convince the principal that we have a worthwhile suggestion?

    Elicit: List of outcomes

Assignment:

Write a composition of about 150 words, describing your one suggestion. Give at least two reasons why you believe this suggestion will improve relationships between young and older people. Explain each reason.

Keep in mind that the purpose of your composition is to make a worthwhile suggestion that the principal will accept.

1. Describe your one suggestion clearly.
2. Explain your two reasons carefully.
3. Write complete sentences.
4. Check your paragraphing, spelling, punctuation, capitalization and usage.

WRITING ARGUMENTATIVE (PERSUASIVE) ESSAYS
IN SEVERAL SUBJECT AREAS

WHICH SIDE ARE YOU ON?

TWO PEOPLE ARE ARGUING:

First Person: "I don't like you."

Second Person: "Why not?"

First Person: "You're bad."

Second Person: "Why do you say so?"

First Person: "Because you are."

Second Person: "No, you are."

What reasons did the first person have? The second person? Could there be reasons, good reasons for disciplining anyone?

Many arguments are conducted on the level of this one. One side says it is right because it believes it is right (subjective arguments) and the other side follows the same pattern. But there is another way to argue a case, and that is what we are going to do here. We are going to give reasons instead of opinions. We are going to be using facts (objective reasons) for taking the position.

The following questions are the beginnings of arguments about some controversial topics. Two sides are chosen with some first--but not last--words for each side. Choose an interesting topic and then pick the point of view that comes closest to your own. Don't try to argue in favor of both sides. Pick one and stick to it. Then write four sentences:

1. State which side you're on and mention brief reasons for your choice.
2. Give your first reason in expanded form, in a full sentence.
3. Give your second reason in expanded form, in a full sentence.
4. Sum up with your reasons for being right, and mention one reason why the other side is wrong.

ART:

First museum visitor: I like modern abstract pictures.

Second museum visitor: That's not art. My kid brother can draw like that. I want pictures to look real. That's what real art is!

BUSINESS EDUCATION

First Job Interviewer: You must admit that in the past minorities and women have been discriminated against, so I think this job should go to a minority woman.

Second Job Interviewer: Sure, there was discrimination in the past, I agree; but it's not fair to penalize applicants today for what happened in another age.

COSMETOLOGY

First girl: I believe in being natural. No makeup for me. If a person likes what he sees, that's fine; if not, it's his tough luck. I won't put on a disguise to attract anyone.

Second girl: It's not putting on a disguise when you use makeup or pick out a flattering hairdo. It's just making the best of your natural advantages.

HEALTH CAREERS

Overweight patient: Why should I pay a doctor to tell me about going on a diet? I can just stop eating, for free.

Nurse: Of course you can. But are you ready to pay all the hospital bills you'll have later?

HEALTH EDUCATION:

First teenager: We're getting married in July, and I hope we have our first child right away, because I always loved children.

Second teenager: I don't think teenagers like us are ready to have children. Babies shouldn't have babies. Mature bodies aren't the same as mature minds.

MATH

Math teacher: It's important to know the basics of arithmetic. Everyone should know that much, at least.

Reluctant math pupil: What for? For less than $10.00 I can get a calculator that can do all the math I'll ever want to do, and do it better.

MUSIC

First teenager: I like the Top 40. It was rock 'n' roll, then it was rock, then it was disco, and I'll like the next thing when it comes. I want to hear what's happening!

Second teenager: I like to hear all kinds of music too, but I don't care what's popular. Good music is good music. Why be limited?

SCIENCE

First man: Science is wonderful. It has made so much progress and made our lives so much better in so many ways.

Teenager: Progress? Better? Science has created bombs and polluted the earth. I don't call that progress, do you?

SOCIAL STUDIES

First Angry Citizen: Capital punishment? I'm all for it. If a man or woman commits murder, that murderer doesn't deserve to live.

Second Angry Citizen: Who made you God? When you can create a life then maybe you'll have the right to take one.

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